DOCUMENT RESUME

ED 168 550 IR 007 084

AUTHOR Hebbeler, Kathleen; Cosgrove, Michael
TITLE A Survey of Viewership of Television Series Sponsored by ESAA Legislation. Final Report.
INSTITUTION Applied Management Sciences, Inc., Silver Spring, Md.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.
PUB DATE 30 Jun 78
CONTRACT 300-77-0019
NOTE 438p.; For related document, see IR 007 085 ; Parts are marginally legible due to print quality

EDRS PRICE MF01/PC18 Plus Postage.
DESCRIPTORS *Childrens Television; *Cultural Isolation; Elementary Secondary Education; Federal Legislation; Federal Programs; *Minority Group Children; Parents; Preschool Children; Principals; Program Evaluation; *Television Surveys; *Television Viewing
IDENTIFIERS *Emergency School Aid Act

ABSTRACT

Results are presented of a national survey of in-school students, teachers, and principals to determine the viewership and availability of 11 television series which have been produced and distributed through funding provided by the Emergency School Aid Act (ESAA) to reduce cultural isolation among minority group members. In-home surveys were also conducted with many of the same students, their parents, and preschool siblings. Findings suggest that only a small number of children are aware of the ESAA-TV series. Although viewership is one measure of the success of the programs, comparisons across series must be interpreted cautiously because of the differences among the ESAA-TV series. Similarly, viewership should be seen as one aspect of the funding-production-distribution system and not as the sole measure of the worth of any individual series or the entire set of ESAA-TV projects. Appendices include technical methodology, survey instruments, construction of site-specific questionnaires, television program classification listing, cable coverage, ESAA-TV carriage information, and additional tables of survey data. TV series included in the survey were La Bonne Aventure, Que Pasa, USA? La Esquina, Mundo Real, Gettin' Over, South by Northwest, Vegetable Soup, Carrascolendas, Villa Alegre, Infinity Factory, and Rebop. (CMV)

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A SURVEY OF VIEWERSHIP OF TELEVISION SERIES SPONSORED BY ESAA LEGISLATION

FINAL REPORT

June 30, 1978

By:

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Prepared for:

Department of Health, Education, and Welfare
Office of Education
Office of Planning, Budgeting, and Evaluation

This report is made pursuant to Contract No. 300-77-0019. The amount charged to the Department of Health, Education, and Welfare for the work resulting in this report (inclusive of any amounts so charged for any prior reports submitted under this contract) is $374,081.99. The names of persons employed or retained by the contractor, with managerial or professional responsibility for such work, or for the content of the report are as follows:

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ACKNOWLEDGEMENTS

We would like to thank the many people who have contributed to this report. The USCE Project Officer for this study was Arthur S. Kirschenbaum. His input and careful reviews proved valuable at all stages of the project. We are also grateful to Robert Maroney and Emmett Fleming of OPBE who made substantial contributions to the technical aspects of the study. David Berkman, of ESAA-TV, has been most helpful and willing to share his knowledge and experience with us.

A number of other individuals provided help throughout the course of this evaluation and we thank them all. Particular thanks are due to Keith Mielke and Thomas Hardy for their reviews of earlier drafts of this report. Jerry Hursch-Cesar provided help during interviewer training. Both Jerry and Keith provided many helpful suggestions during the planning stages of this project. Theodore W. Horner provided statistical consultation for the sampling design and analysis phases of the project. Dale Rhodes, of PBS, contributed his time to help us understand the rating world.

We would also like to acknowledge the contributions of a number of individuals within Applied Management Sciences. Special thanks to Billie Hulse, Michael Puma, and to the interviewers who contributed their energies during the data collection phase. Michael Consiglio, Sam Redwire, Alan Cohen, Shirin Robinson, and Elly Frieder were the data processing staff who assisted us in this study. Margaret Brandis served as our editor and did an excellent job. We gratefully acknowledge the patience and understanding of our secretarial staff. We thank Todd Tucker and Martin Bloom for their guidance, suggestions, and reviews throughout the course of the project.

Our acknowledgements would not be complete without extending thanks to the district superintendents, principals, teachers, and students across the country who gave their time to make this study possible.

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1

INTRODUCTION

The survey of viewership described in this report is the first of a series of studies of television programs produced and distributed with the financial support of the Emergency School Aid Act of 1972. With this initial survey, the U.S. Office of Education begins a process of assessing more than just the effects of a series of television programs. The ESAA-supported television series exist in a broader context; they represent a seminal approach to purposive television and a unique social/cultural experiment.

As purposive television, the ESAA-TV Program owes its existence to SESAME STREET, the early successes of which alerted Congress to the possibilities of intervening positively in the lives of young children outside the formal educational system. Thus, in 1972, a set-aside for television programming was included in the proposed ESAA legislation. Although historically related to SESAME STREET, as purposive television the ESAA-TV effort differs from SESAME STREET in that:

- ESAA-TV is not a single coherent series, but rather a number of distinct television series differing by function and format, as well as by the age and ethnic/racial characteristics of their intended audiences.
- Generally, the audiences for ESAA-TV are at age levels for which there are a large number of competing sources of information such as other television programs, books, movies, and even their classes and classmates. The preschool viewers of SESAME STREET, on the other hand, do not have as wide a range of alternatives available to them.

- In its early years, SESAME STREET focused primarily on teaching basic cognitive skills such as reading and counting. Those goals differed from those of the ESAA-TV series, which sought to modify existing attitudes and beliefs that have not been formally "taught" but which are imprints from a relatively invisible culture. This distinction has blurred since those early years in that SESAME STREET now stresses affective as well as cognitive goals, and the ESAA-TV series now emphasize some cognitive goals too..

As a unique social/cultural experiment, the ESAA-TV Program, by legislative definition, has a common purpose of overcoming the constraints of minority group isolation which impede the full cultural development of young people. Much of the uniqueness of this particular national social experiment comes from the fact that the vehicle it employs is the acknowledged prime influence on the cultural development of youth today--television itself. As television transmits more and more common information, it shapes the psychological and social development of an individual, resulting in a degree of cultural homogenization. In light of this, the ESAA-TV social experiment is attempting to achieve, purposively and positively, what the television medium has been accomplishing indirectly and not always with positive effect--that is, to intervene in the continuing social and psychological development of young people whether of minority or majority cultures.

The first step in the U.S. Office of Education's multi-phased assessment of the ESAA-TV effort, was to determine how many of the intended audiences are able to watch the series and, of that number, how many actually do watch. This study includes an examination of these two questions as well as other issues related to ESAA-TV viewership. Because it is part of a developmental evaluation process assessing an evolving social program, this study of viewership provides a building block for later studies; a source of management information for present USOE program decisionmakers (to identify, for example, those minority

groups not adequately covered); and a source of baseline data from which to assess the growth of ESAA-TV series carriage, especially after promotional efforts.

This introductory chapter acquaints the reader with the ESAA legislation and the ESAA-TV Program in particular. It discusses past and possible future evaluations related to the present study to show how this survey fits into the overall scheme of evaluation of ESAA-TV sponsored by USOE. The individual ESAA-TV series are contrasted in relation to content, target audience, distribution, and other factors, with an emphasis on what these differences mean for interpretation of the survey data. There are numerous commercial surveys of television viewership available; the reasons their data are not responsive to the objectives of this study are also presented in this chapter. Finally, the individual questions which guided this study are explored in depth. This discussion examines the significance of each question along with the data required to answer it.

1. Background of the Study

The Emergency School Aid Act (ESAA), Public Law 92-318, Title VII, was enacted in 1972. It had several purposes, all of which revolved around the problems of minority children. Specifically, the law provided financial assistance:

(1) to meet the special needs incident to the elimination of minority group segregation and discrimination among students and faculty in elementary and secondary schools;

(2) to encourage the voluntary elimination, reduction, or prevention of minority group isolation in elementary and secondary schools with substantial proportions of minority group students; and

(3) to aid school children in overcoming the educational disadvantages of minority group isolation (Sec. 702).

Under this mandate, several different types of projects have been sponsored, the one of interest to this study being the ESAA-TV Program. One of the mechanisms provided in the law for achievement of its goals was purposive television programming. The Senate

Committee had been favorably impressed by the evaluation reports on SESAME STREET, which demonstrated that television could be used to foster academic and social skills of children from various social and economic backgrounds. The committee recognized the need for funding of additional purposive programming for at-home viewing with similar objectives for children of all ages, particularly minority children.

The legislative authorization for the ESAA-TV Program is stated in Sections 704 and 711 of the referenced legislation. Section 711(b) states that:

> *(1) The Assistant Secretary (for Education) shall carry out a program of making grants to, or contracts with, not more than ten public or private nonprofit agencies, institutions, or organizations with the capability of providing expertise in the development of television programming, in sufficient number to assure diversity, to pay the cost of development and production of integrated children's programs of cognitive and effective (sic) educational value.* [1/]
>
> *(2) Television programs developed in whole or in part with assistance provided under this title shall be made reasonably available for transmission, free of charge, and shall not be transmitted under commercial sponsorship.*
>
> *(3) The Assistant Secretary may approve an application under this section only if he determines that the applicant--*
>
> > *(A) Will employ members of minority groups in responsible positions in development, production, and administrative staffs;*
> >
> > *(B) Will use modern television techniques of research and production; and*
> >
> > *(C) Had adopted effective procedures for evaluating education and other change achieved by children viewing the program.*

1/ Due to a proofing error, "effective" rather than "affective" appears in the legislation.

The legislation also provided that not less than 3 percent of the ESAA budget be set aside for the "development and production of integrated children's programming of cognitive and effective (sic) educational value."

Between the enactment of the legislation and the writing of this final report (Spring 1978), the ESAA-TV Program has provided support for the production of 17 different series. The first four ESAA-TV series were funded in FY 1973. In the subsequent years a portion of the television funding has been awarded to continue production of existing ESAA-TV series with the remainder going to develop new ones. In all, between FY 1973 and FY 1976, 27 awards have been made under the ESAA-TV set-aside. The awards are made through a competitive process. Each year, the Office of Education releases the categories which will receive funding for the year, proposals are submitted in response to these categories, and an award is made to the application judged to be of most merit in each category. The funding categories refer to the focus of the series. For example, the four categories funded in FY 1975 included: National Elementary Level-Cultural, National Elementary Level-Cognitive, National Secondary Level-Language Skills, and Regional. The program categories have changed over the years in response to refinements in the ESAA-TV Program. This issue will be discussed again later in the chapter in reference to the individual series which were broadcast when the viewership survey was conducted.

2. Evaluations of the ESAA-TV Program

Evaluating the effectiveness of the ESAA-TV Program requires an analysis of the multiple issues involved in an endeavor of that magnitude. One of the broadest questions is whether or not it is feasible to use television as a mechanism to achieve the objectives of the ESAA legislation. Although television's influence is indeed pervasive, its capability to specifically reduce cultural isolation was never seriously questioned during the formulation of the

legislation. This issue should be considered an untested assumption until supporting evidence is assembled. The overall feasibility question may be answered by looking at some of the more narrowly focused questions subsumed under it. One of these key sub-questions examines the impact of the ESAA-TV series on their viewers. To answer this question, we need to know: (1) if there are viewers (why or why not) and, if there are, (2) whether any cognitive and affective changes are brought about by viewing (why or why not). The "why" questions are particularly important. The present sequence of events by which an ESAA-TV series is conceptualized, funded, produced, and distributed is complex and the nuances of this system need to be explored before judging the overall viability of this social experiment. To find that there are few viewers or that viewership brings about little change does not negatively reflect on the ESAA-TV concept unless all components of the funding-development-distribution system are operating in a way congruent with maximum impact of the series. Ideally, implementation of the ESAA-TV concept should take all these system variables into account.

Shortly after the first set of ESAA-TV series was funded, USOE's Office of Planning, Budgeting, and Evaluation initiated a series of studies examining various aspects of Federal involvement in the production of educational television programs. Mielke, Johnson, and Cole undertook a policy examination of the Federal role in funding national purposive television programming for children.[1/] Although the analysis was not directed solely toward the ESAA-TV Program, many of the general issues raised are relevant. In addition, one chapter of that report was devoted to a comparison of the funding and production history of the Children's Television Workshop (CTW) with the history of two ESAA-TV series. CTW produces SESAME STREET

1/ Mielke, K.W., Johnson, R.C., and Cole, B.G., The Federal Role in Funding Children's Television Programming. Volume I: Final Report. Prepared for Department of Health, Education, and Welfare, Office of Education, Office of Planning, Budgeting, and Evaluation (Bloomington, Indiana: Institute for Communication Research, April 30, 1975).

and THE ELECTRIC COMPANY; both series have been recognized successes in educational programming for children. The Mielke study found that persons in the Federal government and persons in the broadcast industry generally did not share the same perspective on the development of educational programs and, furthermore, their intermediate goals were often in conflict. Another conclusion of the report was that Federal funding for purposive children's programming, especially programming targeted for a small audience such as minority children, is essential due to the limited availability of non-governmental funding sources.

The second study sponsored by USOE was an examination of the viewership of the ESAA-TV series. The results of that study are the subject of this final report. Before discussing the present study in more detail, brief mention should be made of two other studies related to ESAA-TV. The first, in progress at the time of this writing, examines the production, distribution, and financing of the ESAA-TV series to identify obstacles to broadened or increased viewership. It will update some aspects of the Mielke study and will examine the ESAA-TV Program in more depth in that it will look at all of the ESAA-TV series. The examination focuses on: the producer's perceptions of the Program; network and distributors' perceptions of the Program; broadcasters' perceptions of the Program; and the community's perception of the Program's actual or intended value.

The next ESAA-TV study, under consideration by USOE, would be a feasibility study of an assessment of the cognitive and affective changes brought about by ESAA-TV viewership. From a policy standpoint, the results of such a study would need to be interpreted in relation to the present viewership survey or any subsequent viewership surveys as selection of the program by or for the child is a necessary condition for program impact.

This ESAA-TV study focused on two aspects of viewership: the extent to which the ESAA-TV series were available to their intended audiences, and the portion of the potential audience who actually watched. The key study objectives were:

- To develop estimates of the target populations (in terms of geographic, cultural, ethnic, linguistic, and demographic characteristics) to whom ESAA-TV series are directed.
- To determine the availability of ESAA-TV series to their intended audiences.
- To determine the viewership of ESAA-TV series. That is, to determine the exposure of the intended (target) audiences to ESAA-TV series and to express that exposure (including its continuity) quantitatively.
- To determine the degree to which viewers watched ESAA-TV offerings relative to other TV offerings.
- To determine the relative degree to which viewers preferred one ESAA-TV series to other ESAA-TV series when more than one ESAA-TV program was offered.
- To determine differences among target populations in viewing preferences.

In addition to these objectives, the study also examined several variables which may affect the extent to which children watch an ESAA-TV series. Examples of such variables are the frequency of television viewing and the quality of reception.

Due to the distinct nature of the availability and viewership questions, these two areas of inquiry have been handled separately throughout the course of the study. Answering the availability question required data on which television stations were carrying ESAA-TV series, the population residing in the Grade A coverage area[1/] for those stations, and the proportion of the target audience residing within and outside of that coverage area. The population estimates[2/] of the target audience in the coverage area for each

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1/ In broadcast TV terms, the Grade A coverage area refers to that area in which 70 percent of the receiving locations can expect satisfactory reception 90 percent of the time.

2/ The figures are not actually estimates; they are counts based on the 1970 Census. However, given the population shifts which have occurred since 1970, they are probably better thought of as estimates.

ESAA-TV series were determined. The methodology and results of the availability aspects of the study will be summarily presented in Chapter 2 of this report. These results set the stage for the remainder of the report, the viewership survey, in that they provide the size of the potential audience for each series.

The survey of home viewership of the ESAA-TV series was conducted in May and June 1977 and consisted of two components: an in-school and an in-home survey. The survey questionnaires were given to a stratified cluster sample of children in grades 1, 4, 7, and 10. Although the primary focus of the survey was television viewing in the home, the children completed the questionnaires in their schools because this was the most efficient way to survey a large number of children. The students were asked questions about the programs they watched and about general viewing habits. The students were also asked to supply pertinent demographic information needed for the viewership analysis, such as ethnicity, language(s) spoken in the home, etc.

The student data were supplemented with information from the children's parents, teachers, and principals. Parents were asked to supply additional demographic information while teachers and principals responded to questions about their familiarity and utilization of educational television programs and of the ESAA-TV series in particular.

In addition, an in-home survey was conducted with approximately 10 percent of the student sample. The students' parents were interviewed and the students were interviewed again. The purpose of the in-home survey was to validate the students' in-school responses by comparison with their retest responses and with their parents' responses; to provide additional information about viewing habits; and to study the television viewing of preschool children in the household.

A central concern of the viewership study was the extent to which each ESAA-TV series was watched by members of its target audience. All of the ESAA-TV series are targeted for a particular age group. Some are targeted for particular ethnic and socio-economic groups as well. Consistent with the legislative intent, the ESAA-TV series provide a means by which minority group members may acquire necessary skills and an awareness of their own cultures. Because of this, the survey was expressly designed to measure viewership by minorities, a neglected subpopulation of other television surveys.

This focus on target audience membership should not be taken to imply that minority viewing is the only measure of success for an ESAA-TV series. One aspect of reducing cultural isolation is reaching minority children; another aspect is helping members of the dominant culture understand other cultural groups. Thus, while it is interesting to learn whether ESAA-TV viewers are minority group members, the ESAA-TV series have much to offer non-minority children and so their viewership is sought as well. Both minority and non-minority viewership need to be considered in evaluating the overall success of the ESAA-TV Program.

The individual questions addressed by the survey of viewership will be explored more fully later in this chapter.

3. The ESAA-TV Series

Although we have discussed and will continue to discuss "the ESAA-TV series," it should be emphasized that the series are a heterogeneous grouping of distinct programs for children. They share a common goal and a common funding source but from the viewer's standpoint, they have very little in common. This section will briefly discuss and compare the individual series under examination in this survey of viewership.

At the time field work for this study was conducted (May-June 1977), fourteen different series had received support for production. They were:

CARRASCOLENDAS	REBOP
GETTIN' OVER	SOUTH BY NORTHWEST
INFINITY FACTORY	VEGETABLE SOUP
LA BONNE AVENTURE	VILLA ALEGRE
LA ESQUINA	AS*WE*SEE*IT
MUNDO REAL	THE REAL PEOPLE
QUE PASA, USA?	THE FIRST AMERICANS/FOREST SPIRITS

Together these series accounted for 676 separate programs. With the exception of the last three, all series were available for broadcast at some time during the 1976-77 season. The remainder of this report will be concerned with only those eleven series which were available.

It is important to be aware of the differences among the ESAA-TV series in order to fully understand and interpret the findings of this survey. While this study is concerned with the overall success of the ESAA-TV Program (as measured by viewership), it is also a measure of the success of each of the series which has been funded. In sharp contrast to commercial television, the ESAA-TV series are not necessarily aimed at the largest possible audience. Some series are aimed at all ethnic groups; others are directed primarily at members of a single minority group; still others are directed toward minority children within a particular geographic region.[1] This makes the relative viewership figures for each of the series difficult to interpret. Two key questions for each series are what proportion of the target audience resides in areas where a series is broadcast and what proportion of the viewing audience is in the target category for the series. A distinction must be made between the age and the ethnic group of the target audience membership. The policy implications are quite different if the viewing audience is not in the target age range than if the

[1] Of the series available at the time of field work only LA BONNE AVENTURE was targeted for a minority within a geographic region.

viewers are not members of the ethnic group for which the series is targeted. If older or younger viewers constitute the majority of the audience, then the producers may have erred in assessing the age-appropriateness of the material, but this carries few policy implications with respect to the goals of the ESAA legislation. If, however, a series targeted for Hispanic children is watched by relatively more middle class non-Hispanic children, this may call into question the appeal of the series to Hispanics and, ultimately, its capability to address cultural isolation among this group. Alternatively, the series itself may not be at fault. One of the many possible reasons for disproportionate viewership by non-minority children could be that the series is not broadcast in areas with large concentrations of Hispanics. In this case, low viewing by the target audience would be a function of distribution patterns, not program content. The causes of limited viewership among target audience members are likely to be complex; the first step in assessing the significance of the viewership data and its policy implications must be the separation of age and ethnicity characteristics as entry criteria to the target audience.

For the most part, the study findings will be presented separately for each ESAA-TV series. Such a presentation logically suggests conclusions about the "best ESAA-TV series" or the "most successful ESAA-TV series." Given the enormous differences between the series themselves, their target audiences, the availability of the series, their production histories, and other factors, such interpretations are extremely tenuous. The relative appeal of each series can only tentatively be inferred from the results of this survey. The viewership data certainly cannot be used to infer the respective quality of the individual series.

The ESAA-TV series differ in the following ways:

(1) Content and Format. Exhibit 1.1 presents a short description of each of the series completed or near completion by May 1977. These descriptions were written and distributed by USOE as part of the promotional effort for the ESAA-TV Program. Note, for instance, the

EXHIBIT I.1: PROGRAM DESCRIPTIONS FROM USOE NOTEPAPER

Carrousel/Carrousel

A 120 half-hour program series for children 3 through 5, which is part in English and part in Spanish. The series takes place in the mythical town of Carrousel--a set measuring almost 100 feet square with a dozen buildings surrounding a 12 foot square plaza. Each building (interior or exterior) and furnished piece will represent part of a place for complete camera access. Characters include typical types of [illegible] the world's only kindergarten cop," Mayor, the fire, Black magician, and an assortment of circus and storybook, here begin and [illegible]. Programs 1 through 78 are each a complete, single story line, mainly comedy with an emphasis on the original, basic stories and frequent interchanges between characters. Shows 79 through 120 each consist of 10 to 12 "bits and pieces." Some are musical, some are dramatic, and some are games, while others are particularly [illegible] graphic being made-up to produce 78 series. Series content for all 120 shows presents affective (emotional) and problematic concerns. Episodes from the earliest 78 portray behaviors that [illegible] models equally to both English and Latino youngsters.

Getting' Over

A series of 52 half-hour programs for adolescents, stressing the information they will need to cope with their fast approaching responsibilities. Each two-minute live-on-tape and one-third film short show concentrates on a single topic under such headings as home, auto, credit and related consumer topics; pre-natal and child care; job training and searching; civil and criminal legal rights; preventive health care and availability of medical services. The series (which has completed a run on PBS), to build around a permanent cast of a dozen teenagers and one, supervisor, engine, and interviewers. A single program will include eight to ten segments with recurring, filmed environments, narrative and sponsor sessions, and bits of electronic wizardry among the more common format devices. Original scores have been so used successfully throughout to set mood and enhance pace.

Inference Factory

The first 52 of an 83 half-hour program series (now airing on PBS). Inference Factory offers the 7 through 12 year old viewers the opportunity to learn more on it's own terms (escape before-intervening) and entertainingly. Between "see more" and "old hat," the series stresses how mathematics can help the individual in decision-making by exploring the applications in art, science, technology and nature. Many of the film, tape and animated bits in each show are designed to engage the viewing child's active involvement in and with the activity on the screen. Because the content and approaches to each problem in this series complement rather than compete in conflict with what is taught in the schools, broadcasters airing it will have an excellent opportunity to work with small local school systems on common problems.

La Banda Juniors

A bilingual series of 26, 15-minute programs, intended mainly for those children 4 through 9 from Franco/Canadian backgrounds in the inner [illegible] of the United States, designed to promote those children to overcome some of the cultural shock which many experience in entering English-dominant schools. Typically predicaments in daily life events and problems in how children (the "Band" of seven, four, and boys).

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

EXHIBIT 1.1: (continued)

[illegible]

This series of 26 half-hour programs focuses on the tension and conflict situations which arise in desegregating schools and in the community at large. The hope is that by providing intensive examinations of the causes and effects of such conflicts as they occur in the schools depicted, and especially instances of and principles underlying their successful resolution, the intended audience, ranging upward from 12 or 13 (and including parents and other interested adults), will gain the insights and understandings necessary to cope with similar tensions and problems which may exist in their own schools. Teams of high school students whose make-up is representative of their communities were established at 21 sites in 14 locales around the country where desegregation of the schools has taken or is taking place. It was from the ideas, approaches, attitudes, insights and suggestions generated by these high schoolers that the content of the series emerged. Heavy stress is given to actuality film, and to role playing activity.

The Real People

This series of 9 half-hour programs for children 7 through 12, explores and presents the Indian experience by focusing on the life, lifestyles, traditions and lore of the Plateau Tribes of Eastern Washington, the Idaho Panhandle and Western Montana. Thus, in one show, "A Season of Grandmothers," we see the role played by the older women of the tribes during winter when they spend much of their time telling the children about the beliefs, skills, folk tales and glories of the past. Other programs focus on Native religion, on rodeoing and Indian cowboys--sometimes Indians were the cowboys--and on Native People's experiences living in the urban world.

Forest Spirits

This series of 7 half-hour programs for viewers 12 years old and above, will concern itself with the history and culture of the Oneida and the Menominee tribes of Northern Wisconsin.

differences between GETTIN' OVER and LA BONNE AVENTURE. GETTIN' OVER is a program for adolescents which stresses the information they will need to cope with future responsibilities. Its format includes roleplays, filmed explanations, and question and answer sessions. LA BONNE AVENTURE, on the other hand, is a series designed to help children from 4 to 8 with French-Canadian backgrounds overcome the cultural shock often associated with entering Anglo schools. This series' messages are conveyed mainly by puppets.

(2) Target Audience. A second difference among the ESAA-TV series, and one closely related to this study, is the target audience toward whom each series is directed. There are three target audience characteristics: age, race/ethnic group, and socioeconomic

status. Exhibit 1.2 summarizes the target audience characteristics for each of the eleven ESAA-TV series.[1/]

The target age for the ESAA-TV series ranges from 2 to 18 years. All series are aimed at a restricted age span. For example, VILLA ALEGRE is for young children, aged 4 to 9, while LA ESQUINA is directed toward adolescents in the 14 to 18 age range.

Equally important is the ethnicity of the target audience. CARRASCOLENDAS, VILLA ALEGRE, MUNDO REAL, LA ESQUINA, and QUE PASA, USA? are all directed toward Hispanic children; QUE PASA, USA? is specifically directed toward Cuban children. LA BONNE AVENTURE is directed toward children from French-Canadian backgrounds. The remaining ESAA-TV series are not aimed at any particular ethnic group. In general, these series have elected to respond to the goals of the ESAA legislation by showing children from many ethnic and racial groups involved in various activities in the hope that any and all viewers will benefit.

A third audience characteristic is income level. This characteristic is of lesser importance as the great majority of the programs are targeted for all income groups. LA BONNE AVENTURE, VILLA ALEGRE, and INFINITY FACTORY are directed primarily toward middle income children. GETTIN' OVER is the only show targeted specifically for children from low income families.

(3) Objectives. Most of the ESAA-TV series have broad objectives. Some of the series have cognitive goals; others attempt to convey a message that is more oriented to social development. INFINITY FACTORY attempts to teach children an understanding of mathematics with an emphasis on the how, when, and what of applying mathematics to everyday living. Approximately one-half of the dialogue of CARRASCOLENDAS is Spanish, but the primary objective of the series

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1/ Target audience characteristics were obtained from program producers and may, in some cases, differ from those USOE defines.

EXHIBIT 1.2: PRIMARY TARGET AUDIENCES FOR ESAA-TV SERIES

PROGRAM	GRADE LEVEL[a]									NON MINORITY	ASIAN	BLACK	HISPANIC			INDIAN	FRENCH CANADIAN	INCOME LEVEL		
	P-K	K	1	4		7	10						Puerto Rican	Cuban	Mexican			Lower	Middle	Upper
	AGE																			
	2	4	6	8	10	12	14	16	18											
LA BONNE AVENTURE																	X		X	
VILLA ALEGRE													X	X	X				X	
CARRASCOLENDAS													X	X	X			X	X	X
VEGETABLE SOUP										X	X	X	X	X	X			X	X	X
INFINITY FACTORY										X	X	X	X	X	X	X			X	
MUNDO REAL													X	X	X			X	X	
RIBOP										X	X	X	X	X	X	X		X	X	X
SOUTH BY NORTHWEST										X	X	X	X	X	X			X	X	X
QUE PASA, USA?														X				X	X	X
LA ESQUINA													X	X	X			X	X	X
GETTIN' OVER										X	X	X	X	X	X			X		

[a] These are the grade levels interviewed in the survey of viewership.

is not to teach language skills. The goals of this series have changed from year to year but it generally has addressed children's feelings, attitudes, and values. The sixth season of CARRASCOLENDAS (and its third season of ESAA-TV funding) has as its goal for children "the development of a positive self-concept and an improved ability to live harmoniously in today's multicultural society."[1/] VEGETABLE SOUP has similar objectives although they are more precise. Some of the objectives for VEGETABLE SOUP include the following:

- to foster the development of positive identification with the child's own ethnic group;
- to have children come to reject the use of epithets and name-calling as strategies for dealing with conflict situations;
- to increase the range of options that minority and female children consider for themselves;
- to teach children about the contributions of minority groups to American culture.[2/]

Not all of the objectives of the ESAA-TV series require viewership as a condition of their fulfillment. For instance, one of the objectives of AS*WE*SEE*IT was to involve high school students in the production of a television series. Similarly, an overall objective of ESAA-TV had been to provide minority persons with experience in the broadcast industry. The degree to which this type of objective has been met was not part of this study and cannot be evaluated with the data presented in this report. Ultimately, evaluating the success of USOE's ESAA-TV Program requires an examination of the success of individual series. Each series can only be judged as successful or not with respect to its own goals; the size of the viewing audience is only one aspect of meeting those goals.

[1/] CARRASCOLENDAS Teachers' Guide (Sixth Series), 1976-77.

[2/] Mays, L., Henderson, E., Seidman, S., and Steiner, V. An Evaluation Report on VEGETABLE SOUP: Precis and Overview. August, 1975.

(4) Funding category. As mentioned earlier, ESAA-TV funds are awarded for series in select categories. Much of the variability in programs is not accidental but intentionally established by USOE. Exhibit 1.3 lists the funding categories for FY 1973 through 1976 and the series that were funded under each. Again, viewership data can only tell who is watching. A good idea embodied in a good series may intentionally have limited appeal. The very fact that programs are directed toward small pockets of the population suggests a small viewing audience. Similarly, it is not appropriate to compare those programs that from their inception were seen as having nationwide appeal with those of a more narrow focus.

(5) Production and Distribution Factors. As can be seen in Exhibit 1.3, the ESAA-TV series of interest to this study were funded over a four-year time span. The series are, therefore, in various stages of development. Some have been in existence long enough to permit refinements and improvements based on earlier evaluations of the individual series. Others are only beginning to turn out their first products. Accordingly, some series have had more time to acquire viewers. CARRASCOLENDAS was first broadcast in 1970[1/] while QUE PASA, USA? debuted in Miami just a few weeks before the survey was conducted.

The enormous differences in the stage of development among the series will almost surely impact on the viewership data both directly and indirectly. The direct effect may be on viewer awareness; newer shows are not likely to be as well-known. The indirect effects may be on distribution and broadcasting practices. For a series to be seen, it must be broadcast. The more stations broadcasting the series and the more times per week it is shown, the more persons the show is likely to reach. Four of the earlier series, REBOP, VILLA ALEGRE, CARRASCOLENDAS, and INFINITY FACTORY, were available to PTV stations through the PBS network feed. As we

1/ Initial funding was from the Office of Bilingual Education, and predated the ESAA-TV legislation.

EXHIBIT 1.3. ESAA-TV SERIES AND FUNDING CATEGORIES[1/]

Category	Series	Number of Shows
FY 1973		
Bilingual	VILLA ALEGRE I	65 (1/2 hour)
	CARRASCOLENDAS I	30 (1/2 hour)
Lifelong Skills	GETTIN' OVER	52 (1/2 hour)
Elementary Level		
Cognitive	INFINITY FACTORY I	52 (1/2 hour)
FY 1974		
National Secondary Level;		
Conflict Reduction	AS*WE*SEE*IT	26 (1/2 hour)
National Multicultural		
Elementary	CARRASCOLENDAS I & II	48 (1/2 hour)
Regional	REBOP I	26 (1/2 hour)
	MUNDO REAL I	10 (1/2 hour)
	THE REAL PEOPLE	9 (1/2 hour)
	LA BONNE AVENTURE	20 (1/4 hour)
	SOUTH BY NORTHWEST	5 (1/2 hour)
FY 1975		
National Elementary		
Level-Cultural	CARRASCOLENDAS III	39 (1/2 hour)
National Elementary		
Level Cognitive	INFINITY FACTORY II	30 (1/2 hour)
	VILLA ALEGRE II	65 (1/2 hour)
National Secondary Level		
Language Skills	WATCH YOUR MOUTH	26 (1/2 hour)
Regional	FOREST SPIRITS	10 (1/2 hour)
	MUNDO REAL II	10 (1/2 hour)
	LA ESQUINA	10 (1/2 hour)
	QUE PASA, USA?	10 (1/2 hour)
FY 1976		
National Elementary		
Level-Cultural	VEGETABLE SOUP II	39 (1/2 hour)
	REBOP II	26 (1/2 hour)
National Elementary		
Level-Cognitive	VILLA ALEGRE III	65 (1/2 hour)
Regional	QUE PASA, USA? II	9 (1/2 hour)
	MUNDO REAL III	9 (1/2 hour)
	PACIFIC BRIDGES	6 (1/2 hour)
	NATIVE AMER. SO. NEW ENGLAND (untitled)	7 (1/2 hour)

[1/] Note: Some series had not completed production by May 1977.

shall see later, these four programs have many more people in their potential viewing audience. At the other end of the scale, at the time of data collection, LA BONNE AVENTURE was broadcast only in Maine, QUE PASA, USA? was available in only one city, and LA ESQUINA was available in two. Given this range, we can expect corresponding differences in the size of the viewing audience.

The ESAA-TV series also differ in the extent of promotion each has received. The major portion of the funding for each series has gone into production, leaving very little for promotion. Several of the series, however, had national promotional campaigns supported by private funds; others had only restricted promotional campaigns, if any. Subsequent to this survey, USOE initiated a national promotion effort to secure increased commercial station carriage for ESAA-TV. This should ultimately increase the size of the viewing audience. However, when the data for this report were collected, there had not been comprehensive promotional activities for most of the series.

(6) Programming Related Factors. There are several factors related to the individual broadcast of the programs which vary from series to series and from one coverage area to another. These are: public or commercial station carriage, UHF or VHF station, time of broadcast, and the strength of the competition. Some combinations hold more promise for attracting a large audience than others. Because this study is a large scale survey, it is often impossible to separate the effects of these kinds of programming-related factors from the series itself. As the data presented later in the report indicate, the ESAA-TV series are broadcast almost entirely on public television stations, most of which are on UHF, and the time slots are generally poor. Some of the series do fare better than others in this regard, however.

The purpose of discussing the differences among the ESAA-TV series has been to alert the reader to the fact that each series is unique, with a distinct message, style, and production history. Comparing the data from one series with that of another is often

without a common ground, and therefore inappropriate. The ESAA-TV series differ in many critical areas and comparisons across series must be interpreted cautiously.

4. Other Viewership Surveys

Information on television audiences and TV viewing behavior is available from a number of commercial sources (i.e., Nielsen, American Research Bureau, the Roper Company, Sindlinger, CBS News Poll, etc. and studies reported in the literature). However, these sources could not be used for this study because they were not able to provide available data to adequately respond to the study objectives.

Data available from commercial sources cannot be used to make statistical estimates of the target populations of interest in this survey (e.g., minority group members, viewers of educational TV, etc.). Since commercial rating data typically under-represent minority viewers, a variety of sampling and response biases are connected with the reporting of viewing patterns of minority group members. Furthermore, the public television viewing audiences surveyed by commercial sources are usually too small to allow valid statistical conclusions for sub-population groupings. For example, Nielsen can estimate the percentage of people watching a particular PTV program at a given time/day in a defined geographic area, but the number of such viewers is usually too small to specify the nature/characteristics of that audience. Therefore, USOE could not utilize available commercial surveys for an in-depth examination of ESAA-TV viewership.

Although commercial sources do have some viewership data for a limited number of ESAA-TV series, the data derived from this survey are not statistically comparable with that data. Commercial data sets are gathered using different techniques and from different respondents. The following differences were noted in a review of data from other sources:

a. The unit of response in a Nielsen-type rating survey is typically an adult woman in a television household; the unit of response in this survey is the child;

b. The unit of analysis in the national rating surveys is a television set, in the local surveys it is households and family members; in our in-school survey the unit is again the child. Also, viewership data cannot be broken down into age groups if television sets or households are the units of analysis;

c. Differences in the sampling units utilized by commercial surveys and our survey make comparisons invalid;1/

d. Nielsen samples in "Designated Market Areas." This study sampled actual coverage areas which are not coincidental with the market areas. Even where these areas overlap, our samples are quite different from Nielsen's household sample; and

e. Collection of viewing data is different in the two types of studies. Nielsen uses TV monitoring equipment or at-home recorded diaries; this survey used in-school questionnaires. There may be variations in responses associated with the different methods, making comparisons of even the "same" viewing data risky.

Given these differences, commercial data cannot substitute for or provide reliability estimates of the viewership figures in this survey.

5. Key Study Questions

The key study questions are divided in three categories: those concerned with the availability of ESAA-TV; those addressing viewership by the target and non-target audiences; and those pertaining to children's viewing habits as they relate to viewership of the ESAA-TV series.

1/ See Chapter 3 and Appendix A for additional information on sampling procedures used in this study.

(1) Availability Questions

The first two study objectives are:

- To develop estimates of the target populations (in terms of geographic, cultural, ethnic, linguistic, and demographic characteristics) toward whom the ESAA-TV series are directed.
- To determine the availability of the ESAA-TV series to their intended audiences.

The first objective refers to the number of persons who possess the appropriate target characteristics for each ESAA-TV series. Obviously, series aimed at all ethnic groups will have larger target populations than those restricted to one or two groups. A question of equal importance is where these groups live and if the programs are broadcast in those places. The second study objective asks about the broadcasting of the ESAA-TV series with respect to the locations of the target audience. What proportion of the target audience lives within the coverage areas of the stations broadcasting the ESAA-TV series? (This question is only meaningful for those series which are targeted by ethnicity; 6-year-olds are more or less evenly distributed across coverage areas.)

Examining the data comparatively will allow us to determine if some ESAA-TV series are reaching a higher proportion of their target audience than others. If this is so, then administrators of the ESAA-TV Program will need to determine how to improve the situation of those series with limited coverage and carriage.

Another related question involves the number of ESAA-TV series that are carried on public versus commercial stations. Similarly, how many of these are UHF or VHF? While public television is a logical home for the ESAA-TV series in that they are purposive programming for children, public television has drawbacks if one is seeking to reach a sizable portion of the viewing audience. Similarly, most public stations are UHF stations which generally have poorer reception and more limited coverage than VHF stations.

Overall, the first set of study questions asks about the broadcasting patterns of the ESAA-TV series. Several types of information were required to answer these questions, including:

- descriptions of the target audiences for each series;
- census data indicating where the target populations live;
- carriage information indicating what stations carried the ESAA-TV series;
- coverage information as to the Grade A coverage areas for those stations; and
- census data for the populations, target and non-target, within those Grade A coverage areas.

All of the above information has been compiled and integrated, and a summary is presented in Chapter 2.

(2) Viewership Questions

The second set of study questions concerns the viewership of the ESAA-TV series. The principal question is, of course, what is the size of the viewing audiences. Other questions examine the demographic characteristics of the viewing audience. How old are they? What is their ethnic or social membership? Are they members of the target population? At one level of analysis, the potential impact of an ESAA-TV series is a function of carriage and coverage; at the next level it is a function of viewership. The viewership of each ESAA-TV series with respect to the viewership of its competition must also be examined to see what portion of the viewing audience each drew. Other questions which are related to the success of the ESAA-TV series are the portion of the potential audience who are aware of the ESAA-TV series and the number who would prefer to watch them, regardless of whether or not they actually do.

Knowing the size of the viewing audience and their characteristics is central to evaluating the success of the ESAA-TV Program and, ultimately, the feasibility of utilizing television as a mechanism for achieving the goals of the ESAA legislation. As discussed above, viewership does not exist in a vacuum, it is the

result of a number of complex factors interwoven throughout the funding-production-distribution system. Viewership is an indication of success thus far achieved and, as such, the viewership data presented here are a measure of the relative effectiveness of policies and procedures presently guiding the ESAA-TV Program.

The information of interest is straightforward; we need to know what programs children, minority children in particular, are watching on television in their homes. Unfortunately, the process of collecting that information is not as simple as the question. The procedure selected was an in-classroom group survey administered to students in Grades 3, 6, 7, and 10. An in-school survey of home viewership was selected by USOE as the methodology which would yield the greatest number of respondents at the least cost. Making viewership estimates from an in-home survey was not feasible because of the difficulty of locating children of the target age and ethnic group using door-to-door survey methods. The classroom survey data were supplemented by data from several other respondents including parents, teachers, and principals. The study methodology is presented in Chapter 3.

(3) Influences on Viewership

While viewership per se is of interest to this study, we are also interested in the relation between viewership and other factors. Some of the factors which are likely to influence viewership are external to the child in his or her home. Examples of external factors are promotional efforts and time of broadcast. Other factors are internal to the home, i.e., they exist in the child's immediate environment. The child may have older siblings who dictate what programs are to be watched or the parents may tell the child what to watch. Still other factors are an external-internal interaction; the ESAA-TV series are broadcast on UHF and the family set does not receive UHF. A thorough examination of the underlying causes for the success or failure of the ESAA-TV series would need to examine factors on all levels; this is clearly beyond the scope

of this study. No children were to be asked about their viewing in more a simple step to also ask them about their viewing habits. Viewing habits refer to how often the child watches television, when the child watches, whether the child watches alone or with others, and who those others are. All of these will be examined with respect to ESAA-TV viewership. Because we have demographic information on the students, we can also compare the viewing habits of minority and non-minority children. These data are valuable in their own right in that they provide information about the appropriateness of the use of television as a way to reach culturally isolated groups. The students' principals and teachers were also surveyed to determine the extent to which these adults exerted any influence on ESAA-TV viewership.

The study also examined several external and internal-external factors in relation to ESAA-TV viewership. They include:

- UHF versus VHF carriage;
- public versus commercial station carriage;
- air time;
- quality of in-home reception.

All data on the influences on ESAA-TV viewing were gathered at the same time and in the same manner as the viewership data.

6. Summary

This report presents the results of a survey of viewership of the television series which have been produced and distributed through funding provided by the Emergency School Aid Act. The objective of the legislation and, therefore, of the ESAA-TV program is to reduce cultural isolation among minority group students. The study examines the availability of the ESAA-TV series to their intended audiences and the actual viewership of the programs. Although viewership is one measure of the success of the programs, comparisons across series must be interpreted cautiously because of the differences among the ESAA-TV series. Similarly, viewership should be seen as one aspect of the funding-production-distribution

system and not as the sole measure of the worth of any individual series or the entire set of ESAA-TV projects.

2

AVAILABILITY OF THE ESAA-TV SERIES

The first phase of the study focused on several questions related to the availability of the ESAA-TV series to the viewing audience in general and the series' respective target audiences in particular. These questions were:

- Which stations were broadcasting ESAA-TV programs?[1] Were they public or commercial? UHF or VHF? How many of the ESAA-TV series did each station carry?
- What was the size of the potential audience residing in the coverage areas for those stations? What portion of the target audience resided in the coverage areas?

The answers to these questions were obtained by a compilation of information from a number of sources. Staff of regional networks, distribution centers/TV libraries, and television stations were contacted for the carriage information. The producers of each of the ESAA-TV series provided the target audience characteristics. AREA-POP I, a study funded by the U.S. Office of Education and the Public Broadcasting Service, provided maps with Grade A coverage contours for each PTV station.[2] The TV Factbook supplied similar coverage information for the commercial stations. This information was then

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[1] All carriage and coverage information reported refers to April and May of 1977.

[2] These maps actually had circles estimating the Grade A coverage area; they did not allow for geographical obstructions or other types of interference which might affect signal reception. AREA-POP II will correct this problem.

matched with the 1970 Census Tables to produce estimates of the total potential audience for each ESAA-TV series. Estimates of the potential target audience were derived by compiling the target audience characteristics for each series and abstracting only the target audience data from the 1970 Census. This information was crossed with the coverage data to produce the populations of the target audience within and outside the Grade A coverage areas for each ESAA-TV series.

The information on carriage and coverage of the ESAA-TV series was needed for two reasons: first, to determine the availability of ESAA-TV to its intended audiences; and, second, to establish the universe for the survey sample in the viewership study. Due to the complicated nature of the survey sampling plan and the lengthy process of collecting carriage information, this information had to be compiled several months before the survey execution. The data represent, therefore, what station personnel indicated they intended to carry in April/May 1977. These particular series may or may not be what the station actually carried although the discussion in this chapter assumes they were. Data for all stations in the survey sample were updated immediately prior to survey execution.[1/] Time constraints did not permit an update for all stations. This chapter will present data which set the stage for the viewership findings to be presented later.

A total of 289 stations, 238 PTV and 51 commercial stations, indicated that they had made tentative arrangements to carry one or more ESAA-TV series in April/May 1977. The 238 PTV stations were out of the universe of 255 stations listed in the 1976 NAEB Directory of Public Telecommunications. Sixty-six percent (158/238) of the PTV stations which indicated they intended to carry an ESAA-TV series were UHF as were 29 percent (15/21) of the commercial stations.

[1/] The comparison between the intended carriage and the actual carriage for the stations in the sample is presented in Appendix A.

Table 2.1 presents the number of stations which indicated they would be carrying each ESAA-TV series with the stations divided into PTV and commercial stations. This information is presented graphically in Figure 2.1. Table 2.2 presents the data for each ESAA-TV program with the stations classified as VHF or UHF. Figure 2.2 presents a visual comparison of these data.

REBOP, INFINITY FACTORY, VILLA ALEGRE, and CARRASCOLENDAS, in that order, were to be carried by the largest number of stations. This is not surprising as these were the four programs available through the PBS network feed. Interestingly enough, the next three series, VEGETABLE SOUP, SOUTH BY NORTHWEST, and GETTIN' OVER,[1/] were not too far behind CARRASCOLENDAS even though they were not carried on the feed. The remaining four shows were to be carried by fewer than ten stations.

With the exception of SOUTH BY NORTHWEST, the series were carried overwhelmingly by stations which are PTV stations. SOUTH BY NORTHWEST was carried by 24 commercial stations and only eight PTV stations. The VHF/UHF split was not as severe although more series were carried on UHF than on VHF. Three programs, SOUTH BY NORTHWEST, LA BONNE AVENTURE, and QUE PASA, USA?, were carried by more VHF stations than UHF (although QUE PASA, USA? was only carried by one station, a VHF station).

Generally, the PTV stations indicated they intended to carry more than one ESAA-TV series. Over half of the PTV stations were to carry three or four series. Fifty of the 51 commercial stations would carry only one ESAA-TV series. Figure 2.3 shows the number of stations by the number of ESAA-TV series broadcast.

[1/] GETTIN' OVER had a previous run on the PBS feed and VEGETABLE SOUP had a previous run on the NBC feed.

TABLE 2.1: TOTAL NUMBER OF PUBLIC AND COMMERCIAL TV STATIONS INTENDING TO CARRY EACH ESAA-TV SERIES IN APRIL/MAY 1977

Program \ Stations	Public TV Stations	Commercial TV Stations	Total
CARRASCOLENDAS	98	8	106
GETTIN' OVER	61	0	61
INFINITY FACTORY	185	0	185
LA BONNE AVENTURE	5	0	5
LA ESQUINA	6	0	6
MUNDO REAL	9	0	9
QUE PASA, USA	1	0	1
REBOP	206	0	206
SOUTH BY NORTHWEST	8	34	42
VEGETABLE SOUP	62	2	64
VILLA ALEGRE	156	8	164

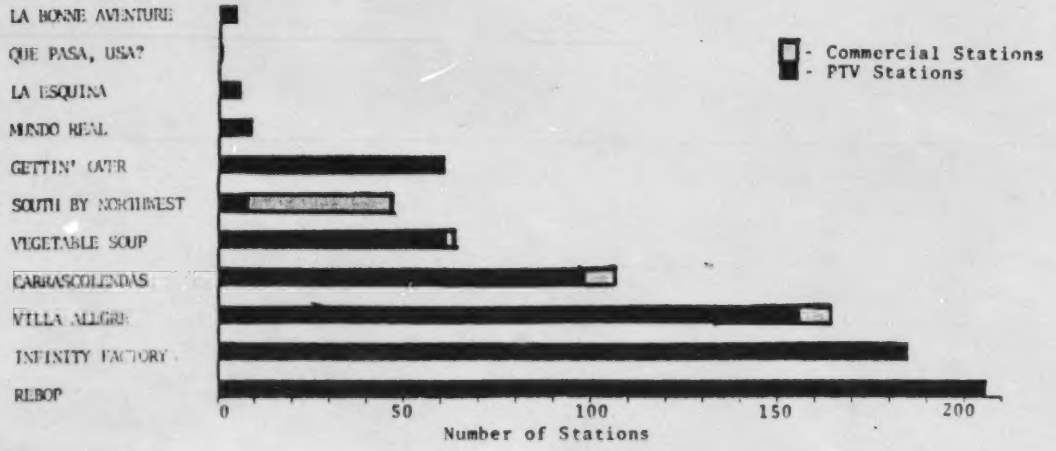


FIGURE 2.1: NUMBER OF PUBLIC AND COMMERCIAL STATIONS INTENDING TO CARRY EACH ESAA-TV SERIES

TABLE 2.2: TOTAL NUMBER OF UHF AND VHF TV STATIONS INTENDING TO CARRY EACH ESAA-TV SERIES IN APRIL/MAY 1977

Program \ Stations	UHF Stations	VHF Stations	Total
CARRASCOLENDAS	59	47	106
GETTIN' OVER	48	13	61
INFINITY FACTORY	117	68	185
LA BONNE AVENTURE	1	4	5
LA ESQUINA	4	2	6
MUNDO REAL	9	0	9
QUE PASA, USA	0	1	1
REBOP	130	76	206
SOUTH BY NORTHWEST	14	28	42
VEGETABLE SOUP	48	16	64
VILLA ALEGRE	101	63	164

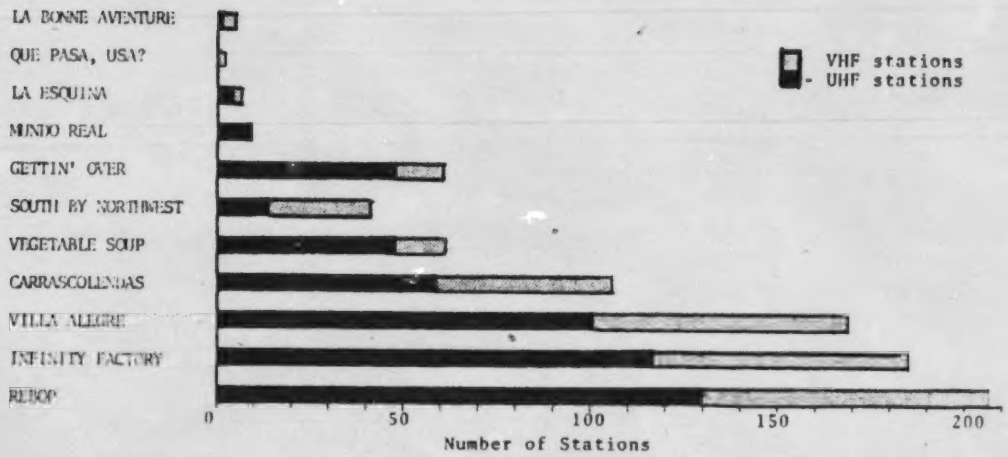


FIGURE 2.2: NUMBER OF VHF AND UHF STATIONS INTENDING TO CARRY EACH ESAA-TV SERIES

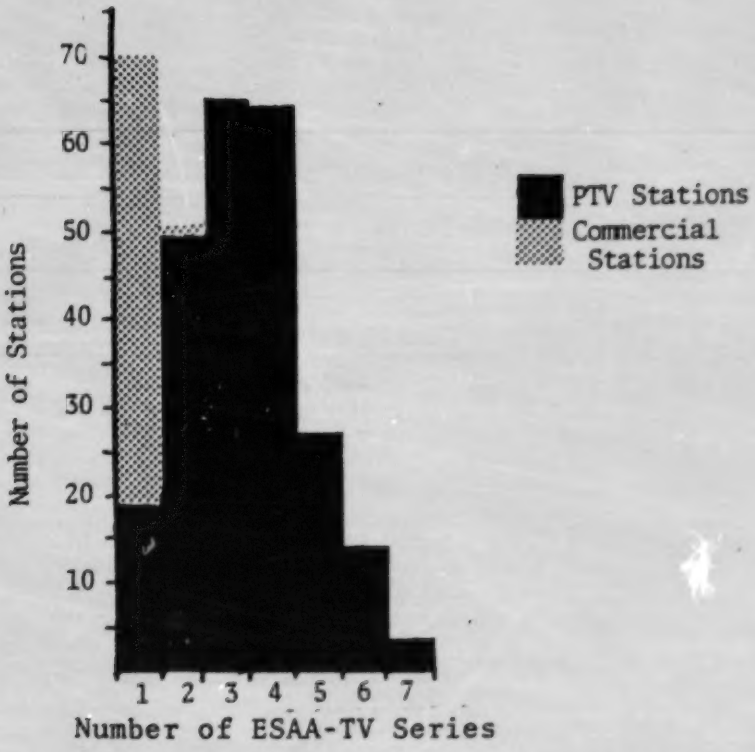
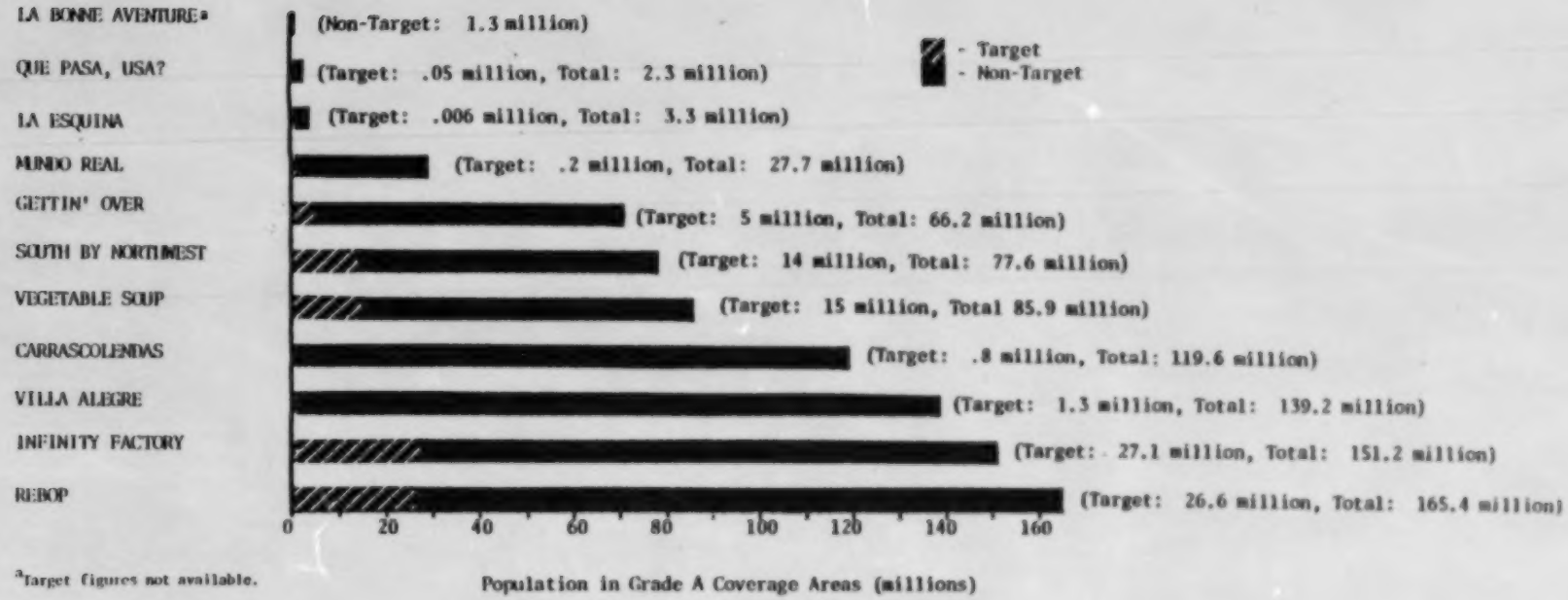


FIGURE 2.3: NUMBER OF ESAA-TV SERIES TO BE CARRIED BY PTV AND COMMERCIAL STATIONS IN APRIL/MAY 1977

The vast differences among the programs in carriage and coverage are also evident when the population data are examined. The estimated population in the Grade A coverage area for each ESAA-TV series is presented in Figure 2.4. This graph also shows the size of the potential target audience residing in the coverage areas for each series. The reader is reminded that these figures refer to the potential audience, i.e., the population in the coverage area; they are not the number of viewers.

Again, the four series on the PBS feed had the potentially largest audiences. VEGETABLE SOUP, SOUTH BY NORTHWEST, and GETTIN'



[a]Target figures not available.

2.7

FIGURE 2.4: POTENTIAL TARGET AND NON-TARGET AUDIENCE OF GRADE A COVERAGE AREAS FOR EACH ESAA-TV PROGRAM (A)

OVER cluster in the middle range, followed by MUNDO REAL. LA ESQUINA, QUE PASA, USA?, and LA BONNE ADVENTURE all had 2 percent or less of the potential audience of REBOP.

The target audience figures indicate the number of persons possessing target audience characteristics (age and ethnic group) who reside in the coverage areas. Comparable target audience data for LA BONNE AVENTURE were not available because Census figures for French-speaking Americans are not maintained by age groups. The five series with the smallest potential target audience in the coverage areas were the series targeted for a particular ethnic group. The target audience data are better compared across shows by asking what portion of the target audience resided in the coverage area. Figure 2.5 presents these data. Again, the four series on the network feed were available to the highest proportion of their target audience with REBOP being the highest at 81 percent. This figure means that 81 percent of the group to whom REBOP is directed lived within the Grade A coverage areas of stations carrying that series. In sharp contrast were two more recent series; QUE PASA, USA? was available to 3 percent of its target audience[1/] and LA ESQUINA to .33 percent.

[1/] Census data did not provide age breakdowns for "Cubans"; this figure uses Hispanics as the target ethnicity.

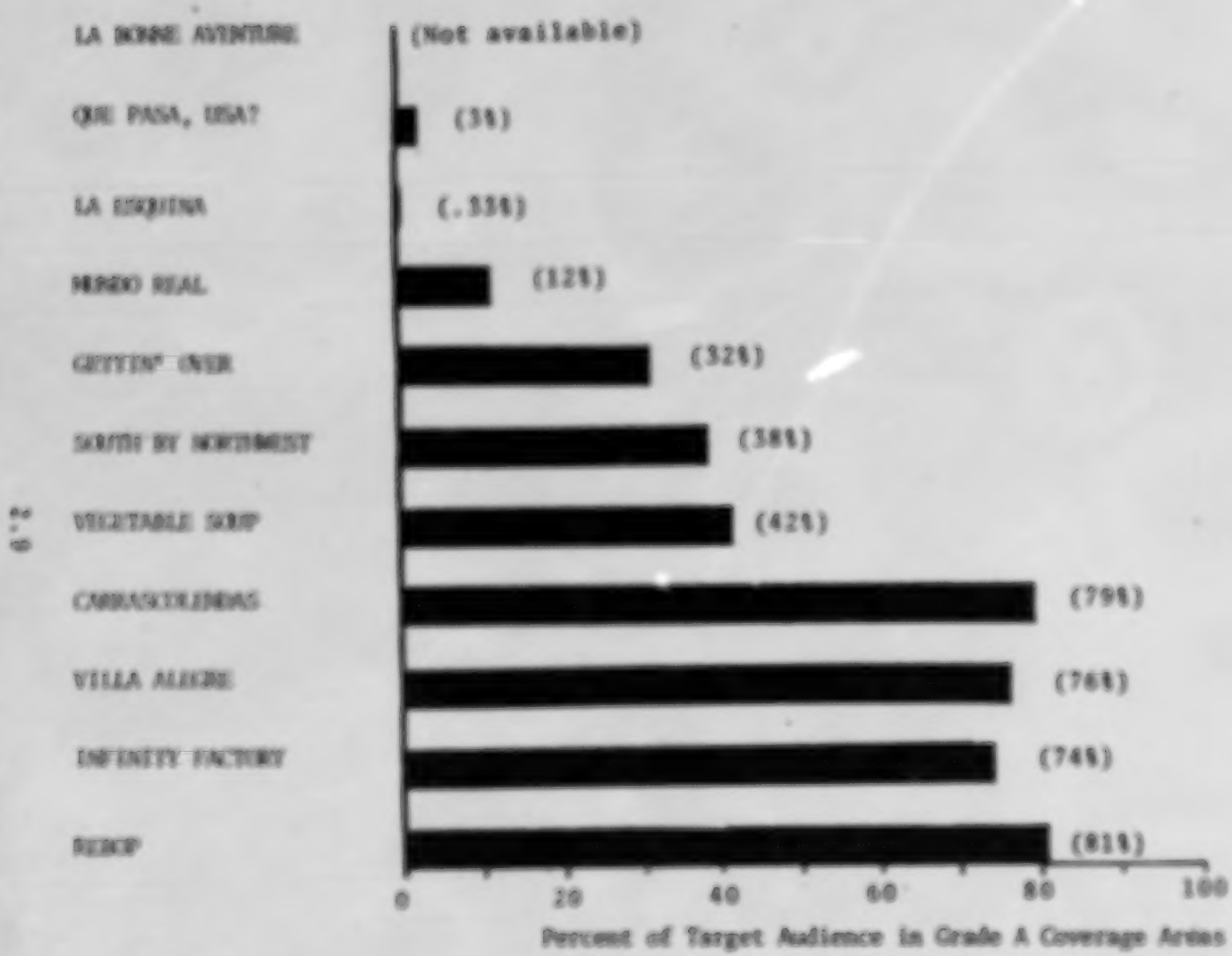


FIGURE 2.5: PERCENT OF POTENTIAL TARGET AUDIENCE RESIDING IN GRADE A COVERAGE AREAS FOR EACH USAA-TV SERIES

3

METHODOLOGY FOR VIEWERSHIP STUDY

We have seen that the distribution and broadcast patterns of the ESAA-TV series vary a great deal from series to series with most being shown on PTV stations which are UHF. The second set of study objectives goes beyond availability to ask about the actual viewership of each and all ESAA-TV series broadcast in April/May 1977.

The viewership study had two components. The major component was an in-school survey of students which was supplemented with data from the second component, an in-home survey of a subset of these students and their parents and preschool siblings. This chapter describes the procedures utilized in data collection for both components. The first section summarizes the sampling procedures by which the survey respondents were selected for the in-school survey. A stratified random sample of 79 school districts and a minimum of four classes in each district was selected. Wherever possible, three students from each classroom were selected for the in-home study. The form and function of each of the survey instruments is discussed in the next section of the chapter. In addition to the students, other survey participants included parents, teachers, and principals. The chronological process of data collection, from securing necessary permission to administering the questionnaires on site, is the subject of the third section. The chapter closes with a brief exposition of the steps which were taken to prepare the data for processing and analysis.

I. Sample Design and Procedures

The study sample was designed in such a way as to maximize the number of minority respondents. Minority viewership was a key concern of the study given the goals of the ESAA legislation. Because a random sample would yield too few minority respondents to permit reliable viewership estimates for these subpopulations, minorities, in particular, Blacks and Hispanics, were intentionally oversampled.

Fifty coverage areas were selected for the survey. These were chosen from all those coverage areas intending to carry at least one ESAA-TV series during April/May 1977. All major metropolitan areas with a large concentration of Hispanics (18) were included in the sample along with other coverage areas (32) which were selected at random. School districts within these coverage areas were identified as High Black, High Hispanic and Other. A large number of minority districts and minority schools within these districts were selected for inclusion in the study to insure a large number of Black and Hispanic children in the sample. Within each district, a minimum of one class from grades 1, 4, 7 and 10 was selected.

Due to various logistical problems such as television stations dropping their only ESAA-TV series or school districts declining to participate, several changes had to be made in the original set of coverage areas selected for study. Seven of the original areas were dropped and four new ones were added. For similar reasons, the number of school districts and classes surveyed differed slightly from the sampling plan. In all, data were collected from 74 (instead of 79) school districts which were located in 47 (instead of 50) different coverage areas. The total number of classes surveyed was 411 (instead of 396). Exhibit 3.1 displays the intended and actual allocation of classes to each site.

A total of 9,403 students participated in the study. The intended and actual sample size for each ESAA-TV series is presented in Table 3.1. One child is included in as many of the

EXHIBIT B.1: INTENDED AND ACTUAL ALLOCATION OF SAMPLE TO SITE

[illegible]	[illegible]	Number of Points [1]				
		[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]						
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]						
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

TABLE 3.1: ALLOCATION OF SAMPLE TO ESAA-TV SERIES

ESAA-TV SERIES	NUMBER OF CHILDREN	
	INTENDED SAMPLE	ACTUAL SAMPLE
CARRASCOLENDAS	8,160	6,719
GETTIN' OVER	2,400	238
INFINITY FACTORY	7,680	5,502
LA BONNE AVENTURE	720	515
LA ESQUINA	1,080	824
MUNDO REAL	1,080	428
QUE PASA, U.S.A.?	1,080	787
REBOP	9,840	6,615
SOUTH BY NORTHWEST	3,240	0
VEGETABLE SOUP	3,240	3,387
VILLA ALEGRE	9,960	8,555

samples as there were ESAA-TV series broadcast in his/her areas. Thus, a child who lived in an area where he could watch REBOP and VILLA ALEGRE would be counted in the samples for each series. This explains why the total of the individual series samples is much greater than the total number of respondents.

The discrepancy between the intended and actual samples for each series was caused by a number of factors. One was the changes which had to be made in the coverage areas, districts, and classes. A second factor was an over-estimate in number of students in each class. A class size of 30 was expected, the actual size found in the classes surveyed was 27.5.

The sample sizes for two of the series were drastically altered by carriage changes. SOUTH BY NORTHWEST was eliminated from the study altogether because no survey respondents were in the potential viewing audience. Although initial information from television stations indicated that the series would be broadcast

in fourteen of the coverage areas in the study, SOUTH BY NORTHWEST was not carried by any of those stations during the weeks of the survey. Reports from the television stations indicated that this program is primarily used as a "filler." It is not regularly scheduled, but shown only to fill gaps in the station's usual offerings (e.g., after sports events) which do not use up their allotted time. Unfortunately for the survey, no such gaps occurred during the data collection period. Similarly, the series GETTIN' OVER was dropped by a large number of stations between the time the carriage information was collected and the viewership survey was conducted. This resulted in the sample size for this series being significantly lower than the projected sample size.

Appendix A presents an in-depth discussion of the differences between the intended and actual sample and the factors which were responsible. The composition of the sample will be described in Chapter 4.

The in-home sample was selected from students: (1) who were members of the classes selected for survey participation and (2) whose parents indicated a willingness to be interviewed in their homes. Respondents for the in-home survey were the students, his or her parents, and any preschooler in the household. In most cases three students from each class were selected for in-home interviews. Whenever possible, minority student households were selected for the expressed purpose of learning more about the viewing habits of minority families. The in-home survey was not conducted in two school districts because these districts did not permit the parents to be contacted about participating. Possible sources of bias in the in-house sample are discussed in Appendix A.

2. Survey Instruments

Information was collected from a number of different respondents to learn about children's viewing of ESAA-TV series. The primary respondents were the children themselves. Students in grades 1, 4, 7, and 10 were surveyed in their classrooms. Approximately 11 percent of the students were interviewed again later in their homes. Other survey respondents were the children's teachers, principals, and parents.

Nine different instruments were designed for the survey. The key instruments were the in-school Level A and B questionnaires. The Level A questionnaire was administered to the first grade children while its counterpart, the Level B questionnaire, was administered to students in grades 4, 7, and 10. Other survey instruments used in school were the questionnaires for the classroom teachers and the principals. In-home questionnaires were designed for the parent, the preschool child, and the school-age child who had participated in the study in his or her class. Preschool children were included in the in-home survey because several of the ESAA-TV series are targeted for preschool and/or young elementary school children. Like the in-school instruments, the in-home questionnaires for the school children were also divided into Level A and B, with the first grade children receiving Level A. The preschool children were given a shortened version of the Level A in-home questionnaire. One final questionnaire used in the survey was the parents' demographic instrument which all parents were asked to complete. Spanish translations of all instruments, with the exception of the teacher and principal questionnaire, were provided. More detailed descriptions of each of the instruments are presented below. Copies of all the questionnaires are in Appendix B.

2.1 In-School Instruments

The student in-school questionnaires focused on three variables of interest to the survey: ESAA-TV viewership, television viewing habits, and viewer demographics. In addition, students were asked general questions about the content or theme of each of the ESAA-TV series broadcast in their area. The purpose of these items was to establish that those students who answered the viewership questions positively were in fact familiar with the series. All survey questionnaires were "customized" for each site, i.e., the

viewership questions and the validation items asked only about the particular ESAA-TV program or programs being shown in the area at the time the survey was conducted.[1/]

The limited cognitive capacities of the first grade children necessitated that a unique version of the in-school questionnaire be developed for them. This instrument is referred to as the Level A in-school questionnaire. The students in grades 4, 7, and 10 received the Level B questionnaire. Overall, the Level A questionnaire was made up of fewer questions, with most having only two or three choices as possible answers. Responses were indicated on the answer sheet with circles and squares for choices or boxes with illustrated choices. For example, the child was asked to indicate his or her choice of three programs by marking the box with the apple for Program 1, the box with the star for Program 2, or the box with the block for Program 3.

The Level A questionnaire was divided into four sections. Section 1 was composed of questions referring to television viewing habits. The questions addressed television viewing in five time periods: before school, during lunch, after school, after supper, and on Saturday mornings. They also asked whether children watched television alone, with their siblings, parents, or somebody else. An example of a question from this section is:

> Do you watch TV just about every morning before school?
> Or just once in a while before school?
>
> Put an X on the circle if you watch TV just once in a while in the morning before school.

[1/] The process of customizing the questionnaires to each site's programming is described in Appendix C, "Construction of Site Specific Questionnaires." Appendix C also discusses how the programming information was obtained.

This and all other Level A questions were read aloud to the first graders who indicated their answers on the answer sheet provided.

The second section of the Level A questionnaire asked what the children watched on television during the week preceding the survey. The children were given the names of three to four programs (one of these being an ESAA-TV series, the other being its competitors in the same time slot) and asked which, if any, they watched last week. The process was repeated once for each of the different ESAA-TV series being broadcast up to a maximum of three times. If more than three ESAA-TV series were being shown in an area, the three most closely targeted for first graders were asked about in the Level A questionnaire.

Section 3 questions asked the children how often they watched the one, two, or three ESAA-TV series asked about in the previous section. The children were also asked about their frequency of viewing for POPEYE, SESAME STREET, and a non-existent show. The "distractor shows" were included in the questionnaire as another check on the validity of the children's responses. Section 3 also included validation questions which asked about program content. The first graders were asked four to six validation questions, one for each of the ESAA-TV series in the area, and one for POPEYE, SESAME STREET, and the fictitious show.

The last section of the Level A questionnaire, Section 4, was concerned with student demographic information. It contained questions about the sex of the respondents, languages spoken in the home, and racial/ethnic background. The students' teachers completed this section of the questionnaire for all Level A respondents.

The Level B questionnaire was similarly divided into four sections. The students indicated their answers on pre-printed questionnaires. The questionnaire was geared to a fourth grade reading level. The questions and possible answers were read to the class unless the teacher indicated that the reading level of

the class was such that they could read it themselves. The first section of the Level B questionnaire contained the validation questions. An example of a Level B validation item is as follows:

What is "Scoop's Place" in "Infinity Factory?"

a) a candy store
b) someone's house
c) the name of a road
d) a town
e) don't know

The second section contained questions on viewing habits. The questions were nearly identical to those asked of the first graders. The older students, however, were given four choices as possible responses.

At night, I watch TV with my brothers or sisters:

Always	Most of the time	Once in a while	Never
☐	☐	☐	☐

The viewership questions for the Level B questionnaire were contained in the third section and were in a substantially different format from those asked the younger (Level A) children. The Level B viewership questions were presented in the form of a matrix which displayed local programming by time of day and channel number. Exhibit 3.2 presents an example of a completed matrix. The marks indicate the student's response to a standard set of questions. The student was asked to indicate, for each time slot:

- the programs he or she had heard of (☐)
- the program he or she had watched last week (△)
- where it was watched (H S E: home, school, elsewhere)

EXHIBIT 3.2: EXAMPLE OF A COMPLETED MATRIX

0 2 3

SECTION 3 - Level B

TIME	ABC CHANNEL 5	CBS CHANNEL 7	NBC CHANNEL 4	PBS CHANNEL 2, 44	Ind CHANNEL 38	OTHER
"01" 11-10 Sunday 9:30 am	Sunday Open House	Plant a Radish	Pelicula	Carrascolendas	Popeye	
11-67 Saturday 5:00 pm	Magic Box	Sports Spectacular	Last of the Wild	Infinity Factory	Red Sox Wrap-Up	
"02" 11-10 Saturday 12:00 noon	Candlespin Bowling	Fat Albert	Land of the Lost	Carrascolendas	Soul Train	
11-67 Saturday 11:30 am	Superfriends	Shazam! / Isis	News	Rebop	Audubon Wildlife Theater	
"03" 11-10 Saturday 11:00 am	Krofft Supershow	Shazam! / Isis	Space Ghosts, Frankenstein Jr.	Infinity Factory	Hot Fudge	
11-67 Saturday 10:30 am	Krofft Supershow	Batman	Monster Squad	Once Upon a Classic	Carrascolendas	
"04" 11-10 Saturday 10:00 am	Scooby-Doo Dyno-Mutt	Tarzan	Speed Buggy	Once Upon a Classic	Villa Alegre	

(Not Actual Size)

- the programs he or she had ever watched (○)
- and, program preferred (program name circled)

Looking at the first line on Exhibit 3.2, we can see that this hypothetical student has heard of CARRASCOLENDAS and POPEYE, watched CARRASCOLENDAS and POPEYE, and preferred CARRASCOLENDAS. The maximum number of time slots presented at any site was fourteen or two pages of the standard seven-line matrix. There was at least one ESAA-TV series in each line. The past Sunday's programs were listed first, followed by those of each preceding day of the week, i.e., Saturday, Friday, etc., in order of most recent to least recent. The matrices also contained one or more non-existent programs as a check on the validity of the student's responses; in the matrix shown in Exhibit 3.2, PLANT A RADISH and MAGIC BOX are not actual television programs.

The fourth and final section of the Level B questionnaire was identical to Section 4, the demographic section, on the Level A questionnaire. The students rather than their teacher completed the demographic questions in the Level B questionnaire.

Two other survey instruments were administered in the schools: teacher and principal questionnaires. Both were similar in their intent to explore the use of educational television in the school and staff familiarity with the ESAA-TV series. The principal questionnaire focused on the entire school while the teacher questionnaire focused on the individual classroom. Both principals and teachers were questioned about their knowledge of the ESAA-TV series and their use of these programs. Attitudes toward educational television were also explored.

2.2 In-home instruments

In-home instruments were designed for the parent, the preschool child, and the school-age child to complement the Level A or B in-school questionnaires. The parent questionnaire inquired about:

- quality of reception in the home
- viewing habits (parent, child)
- favorite programs (parent, child)
- viewership of ESAA-TV series (parent, child)
- recommendation of ESAA-TV series (parent to child)
- demographic information about the household

The preschool child instrument was an extremely brief set of questions about favorite programs and viewership of the ESAA-TV series and several other programs including POPEYE and SESAME STREET. The Level A in-home instrument was an expanded version of this questionnaire including questions about particular ESAA-TV series and their competitors which were broadcast during the preceding week as well as validation items for those ESAA-TV series. The Level B questionnaire consisted of a three-line abbreviated matrix and validation items for each of the ESAA-TV series being broadcast in the area. The purpose of both the Level A and B in-home questionnaires was to learn if students would give the same responses in their homes as they had given in their classrooms.

2.3 Parents' Demographic Questionnaire

It was felt that parents were the best source of demographic information on the family. The student information was collected primarily as a back-up in the event that the necessary information was not provided by the parents. Parent demographic questionnaires were sent to all classrooms in the sample approximately one week before survey administration for distribution to parents through the students. All questionnaires which were completed and returned were collected by the field interviewer at the time of the in-school survey.

The parents' demographic questionnaire contained many of the same questions asked of the children in the in-school questionnaire. These included questions about languages spoken in the home and racial/ethnic background. In addition, the parent demographic instrument inquired about the number of people in the household,

and the education levels and occupations of the man and woman of the house. This information was used to ascertain socioeconomic status, one of the ESAA-TV target audience variables. Some of the information obtained from the parents was used to verify the demographic information given by the students (Level B) and teachers (for the Level A students). Other demographic questions, specifically those related to SES, were only asked of the parents.

3. Field Data Collection

All data collection took place during May and June 1977[1/]. In-school survey administration was done by a trained team of Applied Management Sciences interviewers. In-home interviews were conducted by professional interviewers indigenous to the survey site. Almost all in-home interviews were completed during the same week as the in-school interviews (with a week running from Monday to Sunday).

3.1 The Interviewers

The field staff responsible for conduct of the in-school survey consisted of nineteen individuals with relevant experience for this type of survey. All interviewers had worked with children Most were former teachers and many had earned master's degrees in education or related fields.

Interviewer training occurred several weeks prior to data collection at the home office of Applied Management Sciences. The following were some of the key objectives of the training programs:

- familiarize the interviewer with the survey, i.e., purpose and background
- provide detailed instructions for the question-by-question administration of the survey
- indicate the quality of work demanded

[1/] The only exception to this was a second data collection at San Antonio and Corpus Christi which took place in July. This second visit was made to obtain a larger sample for the series LA ESQUINA.

- provide interviewers with general procedures for asking questions
- provide interviewers with procedures for distributing and returning instruments
- acquaint interviewers with possible problem situations or questions which might arise and provide guidelines for them.

At the end of the three-day training session, all interviewers who completed training were required to take a proficiency examination to ensure that each met the standards of both Applied Management Sciences and the Office of Education. All interviewers passed the exam, and therefore participated in data collection.

The in-home interviewers were selected from the local areas by Market Opinion Research, a private survey firm. These members of the data collection team were experienced interviewers familiar with the demands of door-to-door survey research. In areas with a large concentration of Spanish-speaking individuals, the in-home interviewers were bilingual in English and Spanish.

Training for the in-home interviewers was provided by the Applied Management Sciences' interviewer on site within one or two days of arrival. All Applied Management Sciences' interviewers received names, addresses, and phone numbers of their respective in-home interviewers and contacted that person or persons to schedule the training session. At some sites only one interviewer was responsible for completion of the in-home interviews. At the sites with a large number of classes, the interviews were conducted by two or more people because of the substantial number of interviews which had to be completed in one week. The in-home interviewers were supplied with interviewer manuals and instruments. The formal training session for the in-home interviewers generally lasted two or three hours. The purpose of the study and the contents of the in-home instruments were carefully reviewed. The trainees were also instructed in the procedures for the planning and completion

of survey administration and return of the data. Training was considered complete when the in-home interviewer demonstrated adequate proficiency in the conduct of an interview and related necessary procedures.

3.2 Survey Administration

In the several months prior to the intended time of data collection, letters from the Office of Education and a brief description of the study were sent to appropriate persons to obtain their support of and/or permission for the study. The study was coordinated with the Committee on Educational Information Systems (CEIS) on the national level. In addition, letters were sent to the Chief State School Officers of the States involved, with a copy going to the coordinator of the CEIS Council of Chief State School Officers. Letters and study descriptions were also sent to the superintendents of the selected school districts. Follow-up calls were made to the superintendent's office to answer any questions and to obtain tentative commitments. If the superintendent declined, the contact process was immediately re-initiated with a previously selected back-up district. The superintendent or a representative of that office generally made the additional contacts with the schools selected through the sampling procedures. If, for some reason, the chosen school was unable to participate, back-ups were picked by the district representative. As was shown in Exhibit 3.1, 74 school districts agreed to participate in the project.

Because interviews were also to be conducted in the homes of the students surveyed, it was necessary to contact parents and obtain their cooperation for this part of the research. Approximately one week before the in-school survey was scheduled to take place, letters were sent to all potential study parents describing the survey and asking them to participate. These letters, which were attached to the parent demographic questionnaires, were sent to the school prior to the scheduled site visits. Both were distributed to the students for delivery to their parents. Upon completion, they were to be returned to the teacher. Parents indicated willingness to be contacted for the in-home survey by

signing and completing the bottom of the letter. All returned forms were turned over to the Applied Management Sciences' interviewer on the day of the in-school survey. The names and addresses were subsequently given to the local interviewer who was to conduct the in-home surveys. In nearly all of the sites, more parents were willing to participate than the number needed for each class (three).

Data collection took place during May and June 1977. All in-school surveys were administered during regular class periods. In a few instances more than one class was assembled in one room to facilitate administration. The first grade instrument was administered in two sessions with each session generally lasting from 30 to 45 minutes. Administration time for the Level B questionnaire ranged from 20 to 30 minutes with the older students generally taking less time. If Spanish-speaking children were present in the classroom, the interviewer distributed Spanish translations of the instruments to them. Generally, either the interviewer or the classroom teacher assisted these children in completing the questionnaire with directions and survey items being read in Spanish and English.

The classroom teacher and principal were given their questionnaires and asked to complete them before the interviewer left the building.

The in-home interviews were conducted during the same week as the in-school interviews, with the week considered to end on Sunday. Spanish translations of the in-home instrument were made available when necessary. Market Opinion Research conducted validation interviews by phone shortly after the original interview in 120 of the households to insure that the interview had in fact been conducted.

Names were not used on the questionnaires in order that the confidentiality of all respondents would be protected; all respondents received an identification number. Although it was necessary for parents to submit their names and addresses for in-home survey participation, the names were used only to contact the parents.

[illegible] were not recorded on the in-home questionnaires. All parent names and addresses given to the in-home interviewers were returned to Applied Management Sciences at the close of data collection where they were then destroyed.

Immediately after the return of all interviewers from the field, a debriefing session was held during which interviewers were asked to talk about their experiences with special emphasis given to those events and observations which would facilitate understanding of the data and its limitations. The topics discussed at the session are interspersed throughout this volume where appropriate. Some of these included the difficulties encountered by the students in completing the questionnaire, the influence of the classmates on a student's responses especially at the lower grades, the appeal of the distractor shows, and logistical problems which prevented administration of the complete questionnaire or administration to the allotted number of classes. In general, logistical problems in the field were minimized by maintaining close contact between the interviewers in the field and the field supervisors at corporate headquarters where additional questionnaires and site packages could be dispatched as needed.

6. Preparation for Data Analysis

The complete in-school questionnaires were sent to Applied Management Sciences as each site was completed. Log-in sheets were developed to record the history and progress of each form through the coding, editing, and keypunch procedures. The receipt control system was based on the identification number assigned prior to data collection.

The contents of each returned package of questionnaires were first sorted to insure that the set of instruments for the site was complete. This was accomplished by comparing class rosters on the instruments with a check-in list for the site. Other classes were checked in, individual questionnaires for each classroom were logged. The presence or absence of completed parent, teacher, and principal questionnaires was recorded. Editing and coding followed

the logging-in procedures. Since very few of the questions were open-ended, little coding was required. Codes were applied to the responses from the few open-ended questions and editing was done to eliminate ambiguous or multiple responses.

All in-home questionnaires were returned to Market Opinion Research by the in-home interviewers. The in-home interviewers had been instructed to code some of the items. These items were checked by MOR before sending the forms to Applied Management Sciences. Both further verification of interviewer coding and additional coding were completed by Applied Management Sciences' staff upon receipt of the questionnaires.

In preparation for keypunch, the forms for each class were counted and "logged-out" with the number recorded. Upon their return, the forms were again counted and this number compared to the "log-out" number. Keypunching was sent to a subcontractor of Applied Management Sciences. All data were key verified, a procedure which results in approximately 99 percent accuracy.

Once the data were entered onto the appropriate computer file, Applied Management Sciences subjected all data to a thorough computer edit. The edit was designed to permit only legitimate responses on the questionnaires. As each of the instruments was processed through the edit system, discrepancies were identified and corrected. When necessary, the original questionnaires were visually inspected in order to resolve any discrepancies. When this process was completed, the edits were rerun on all instruments to assure the quality of the data base. The results yielded a set of computer files for each survey instrument.

Additional technical information regarding the treatment of the data, including the weighting procedures and the confidence limits on the estimates produced, can be found in Appendix A.

4

SURVEY SAMPLE

The overall numbers of respondents to both the in-school and in-home surveys are presented in this chapter. The respondents are categorized by grade, ethnicity/race, and socioeconomic status. In addition, the number of respondents for each ESAA-TV series is presented. This chapter also describes the procedures used to evaluate the validity of the responses and the way in which questionable data have been treated.

1. In-School Survey

1.1 Number of Respondents

The total number of respondents for the in-school survey of viewership was 9,403. The distribution across grades was fairly uniform with the first, fourth, seventh, and tenth graders accounting for 26.1, 24.9, 25.4, and 23.6 percent of the sample respectively. The proportion of minorities in the sample was substantially higher than that in the national population which indicates the sampling procedures were successful. Blacks made up 17.6 percent of the sample and Hispanics comprised 24.4 percent. The distribution of the national population is 11.5 percent Black and 5.3 percent Hispanic.[1/] All other groups in the sample were classified as "Other." The percent of the sample in this category was 47.1 For

1/ U.S. Census Bureau. March 1977 data.

the remainder of the sample, 10.9 percent, no ethnicity/race data were reported. Excluding the missing data, the sample proportions were 19.8 percent Black, 27.4 percent Hispanic, and 52.8 percent Other. Table 4.1 presents the composition of the total in-school sample by ethnicity/race by grade.

TABLE 4.1: TOTAL IN-SCHOOL SAMPLE BY ETHNICITY BY GRADE

Ethnicity/Race	Grade 1	4	7	10	Total
Black	427	444	461	323	
	25.8	26.8	27.9	19.5	1,655
	17.4	18.9	19.3	14.6	17.6
	4.5	4.7	4.9	3.4	
Hispanic	691	582	499	524	
	30.1	25.3	21.7	22.8	2,296
	28.2	24.8	20.9	23.6	24.4
	7.3	6.2	5.3	5.5	
Other	1132	1012	1133	1148	
	25.6	22.9	25.6	25.9	4,425
	46.6	43.1	47.4	51.7	47.1
	12.0	10.8	12.0	12.2	
No Data	202	308	293	224	
	19.7	30.0	28.5	21.8	1,027
	8.2	13.1	12.3	10.1	10.9
	2.1	3.3	3.1	2.4	
TOTAL	2452	2346	2386	2219	9,403
	26.1	24.9	25.4	23.6	

Note: Table entries are: frequency
row percent
column percent
total percent

The ethnicity classification was made on the basis of the student's response. In cases where the student's response was not available (628), the parent's response from the parent demographic questionnaire was substituted. The parent-child agreement rate for those cases with both pieces of information was 94 percent. Some disagreement was anticipated as parents and children were both asked how they classified themselves. Adopted children or children with bi-ethnic heritages could reasonably be expected to differ from the parent who completed the parent questionnaire.

Socioeconomic status (SES) was determined by the parent's occupation and was only available for those children whose parents returned the parent demographic questionnaire.[1/] Questions were assigned percentile rankings from the Duncan socioeconomic index.[2/] SES was based on the father's occupation unless this question was unanswered, in which case the mother's occupation was used. The sample was classified as Low (1-33), Middle (34-67), or High SES (68-99). Since most of the sample fell at the lower end of the scale, the Low and Middle categories were further divided to allow more meaningful interpretations.

SES data were available on 42.2 percent of the sample. Table 4.2 presents the SES composition of the sample for each of the ethnicity/race classifications. Approximately 23 percent of the sample was in the lowest third of the SES scale while only 5 percent was in the highest. The validity of the SES measure is supported by the fact that Blacks and Hispanics tended to cluster at the lower end of the SES distribution, while the other ethnic/racial groups clustered in the mid-range.

An important consideration for the ESAA-TV survey is the number of respondents for each ESAA-TV series. Ethnicity/race by grade breakdowns are meaningful only if the program sample size is sufficient. The total number of respondents for each ESAA-TV series has already been presented in Table 3.1. CARRASCOLENDAS, INFINITY FACTORY, REBOP, VEGETABLE SOUP, and VILLA ALEGRE had a large number of respondents. The remaining series had markedly smaller samples; analyses for these programs will not examine viewership by grade and race simultaneously. Instead, independent analyses for each variable will be performed for these programs.

1/ The distributions of the ethnicity/race data from the respondents who did return the parent demographic questionnaire were compared to the ethnicity/race distribution of the entire sample to determine the presence or absence of any bias. The distributions were not different.

2/ Duncan, O.D., "A Socioeconomic Index for All Occupations," Chapter 6 in Riess, A.J., Jr., Occupations and Social Status (New York: The Free Press of Glencoe, 1961), pp. 109-161.

TABLE 4.2: TOTAL IN-SCHOOL SAMPLE BY ETHNICITY BY SES

Ethnicity/Race	N	SES (%)					
		Low		Middle		High	No SES Data
		1	2	3	4	5	
Black	1655	17.3 (N=287)	7.9 (N=130)	8.6 (N=143)	3.6 (N=59)	1.8 (N=30)	60.8 (N=1006)
Hispanic	2296	19.2 (N=441)	8.2 (N=189)	5.9 (N=136)	3.0 (N=68)	1.8 (N=42)	61.8 (N=1420)
Other	4425	12.9 (N=569)	11.3 (N=501)	13.4 (N=592)	8.3 (N=366)	8.1 (N=358)	46.1 (N=2039)
No Ethnic/Racial Data	1027	2.9 (N=30)	1.1 (N=11)	1.3 (N=13)	0.4 (N=4)	0.2 (N=2)	94.2 (N=967)
TOTAL	9403	14.1 (N=1327)	8.8 (N=831)	9.4 (N=884)	5.3 (N=497)	4.6 (N= 32)	57.8 (N=5432)

Note: Table entries are percent of row total.

For each ESAA-TV series, with the exception of MUNDO REAL, the sample size is in fact the same for the four viewership variables, i.e., watched-last-week, ever-watched, heard-of, preferred. For MUNDO REAL the samples for the ever-watched and heard-of questions are larger. MUNDO REAL was not aired in two sites during the week immediately prior to our visit -- although it had previously been aired regularly. The only way to collect the ever-watched and heard-of data was by including the program on the matrix. Because it had no competition and had not actually been aired during the past week, there are no watched-last-week or preferred data for those two sites. There are, however, ever-watched and heard-of data, so the total sample size for MUNDO REAL for these two variables is 1080 as compared to 428 for the other two viewership variables.

1.2 Assessment of Data Quality

Several checks were made to evaluate the credibility of the responses the students gave. Some of the checks were built in to the questionnaire in the form of specific questions. For example, students were asked about their viewership of non-existent programs.

If the response rates to the "distractor" programs approached those of the ESAA-TV series, the ESAA-TV viewership data would be called into question. A second check was in the form of "validation items," which were general questions about the content of each ESAA-TV series. It was expected that an actual viewer would be able to answer the question correctly and non-viewers who responded positively to the viewership question could be detected by failing the validation question. The last check was an assessment of the logical consistency among children's answers to different questions. If a child reported watching a program last week, s/he should also respond positively to "Have you heard of the program?" and "Have you ever watched it?" Other such logical necessities occurred across various questions. The combination of these three checks on data quality served as a guide to further decisions regarding the treatment of the data.

A comparison of the distractor viewership data with the unweighted ESAA-TV data indicated that although ESAA-TV viewership was low, distractor viewership was even lower. With the exception of GETTIN' OVER which had no viewers and MUNDO REAL which had one, unweighted ESAA-TV viewership ranged from 1.2 to 11.7 percent (based upon N's from 238 to 7,000+). Comparable figures on distractor viewership ranged from 0.1 to 1.2 percent. It appears that students did respond differentially to the real programs, adding credibility to their responses.

The validation analysis could not be used as originally intended. For some series, as few as 10 percent of the students who claimed to be viewers answered the validation items correctly, which is less than would be predicted by chance (i.e., 20%). Thus, the validation items were apparently inappropriate for confirming actual viewership. The validation items may have been too difficult, either because they focused on too specific a feature of the series or because the alternative response options were too attractive. The older students (Level B) were permitted to answer "Don't know"

to the validation questions, which was the option most selected by viewers and non-viewers alike. A.C. Nielsen viewership data indicate that ESAA-TV viewers do not watch consistently, so actual viewers may have been unable to answer the validation question because one or two viewings did not provide adequate information for a correct response. Another possibility is that viewers simply cannot recall specific features of the programs.

The last check on the quality of the data involved searching for logical inconsistencies in the student responses. A separate error analysis had to be conducted for the Level A and B questionnaires because of their different formats. Examples of the types of errors included in this analysis were: student marked that s/he had watched last week but didn't indicate s/he had ever watched the program; student marked that s/he had ever watched a program but didn't mark that s/he had heard of it. Individual errors were totaled for each child. Table 4.3 presents the frequency distribution for the total number of errors for Level A and Level B respondents.

The total number of errors for some of the children was found to be unacceptably high, casting serious doubts on the validity of their viewership data. Because their responses could not be believed, the viewership data for these students were classified as unusable data. The error cutoff adopted for Level A was 4 or more errors; for Level B, it was 11 or more. Different cutoff points were used because of the different number of potential errors for each level of the questionnaire. Only the viewership data of the students beyond the cutoff points were treated as unusable because the remainder of their data did not display a similar level of inconsistency (e.g., giving different answers to the two "do you have brothers or sisters" questions).

It should be pointed out that this method of assessing a student's responses is only useful when a student indicates he or

TABLE 4.3: FREQUENCY OF TOTAL ERRORS PER RESPONDENT

LEVEL A

Number of Errors	Frequency		Cumulative Frequency
	Number	Percent	Percent
0	1557	63.5	63.5
1	429	17.5	81.0
2	241	9.8	90.8
3	128	5.2	96.0
4	58	2.4	98.4
5	24	1.0	99.4
6+	15	0.6	100.0
Total	2452	100.0	

LEVEL B

Number of Errors	Frequency		Cumulative Frequency
	Number	Percent	Percent
0	3659	52.6	52.6
1- 5	2507	36.1	88.7
6-10	514	7.4	96.1
11-15	129	1.9	98.0
16-20	61	0.9	98.9
21-25	37	0.5	99.4
25+	44	0.6	100.0
Total	6951	100.0	

she has viewed the program (that week or ever). A student who responds negatively to all viewership items will not commit any inconsistency error, even though the responses may be inaccurate. By reclassifying inconsistent responders, the number of students who said they watched but actually didn't (i.e., inflating of the viewership estimates) should be reduced. There is, however, no way to determine how many children actually did watch but didn't say so (i.e., deflating of the viewership estimates). Given that these two types of errors have opposite effects on the viewership data, it was felt that the validity of the data could best be assured by recoding

the data from only the most serious logical offenders. Elimination of all offenders from the "yes/no" categories would have left the data open to the full effect of the opposite error and possibly inaccurately lowered the viewership. The cutoff point selected was judged to be acceptable in that the least believable students were eliminated and yet the criterion was not so stringent as to offset the balance between the two types of errors.

Reclassifying respondents required an examination of the effect on the sample as a whole. Using the error tolerances established for Level A and B, the viewership data from 368 respondents (3.9%) were categorized as unusable. Table 4.4 presents the number and percent of students involved by race/ethnicity, grade level, and SES. A slightly higher percent of Blacks and Hispanics were affected. Predictably, more first and fourth grade data had to be reclassified because of the high error rates within these grade levels. Relatively few students from the higher SES categories were involved; most were those with missing SES data.

2. In-Home Survey

A total of 993 in-home interviews were completed, with the desired distribution across race and grade (see Table 4.5). As with the in-school survey data, a number of error checks were undertaken to determine the quality of the data, and whether it would be necessary to exclude any of the data from some or all of the analyses. These error checks included examining logical inconsistencies (parent never heard of program, but answers that child is a regular viewer); interviewer mistakes (filling in Child A response in Child B space); and identification (ID) code mismatches. Fortunately, the overall error rate was very low (average $<1\%$). The lower error rate (versus the in-school error rate) can probably be attributed to two factors: the respondents were adults, and home interviews were conducted individually (as opposed to the group interviews conducted in school).

TABLE 4.4: PROPORTION OF TOTAL SAMPLE WITH RECLASSIFIED DATA IN VIEWERSHIP ANALYSIS

	Sample Size	Eliminated	
		Number	Percent
Total	9401	368	3.9
Race/Ethnicity			
Black	1655	85	5.1
Hispanic	2296	113	4.9
Other	4625	128	2.9
No Data	1027	42	4.1
Grade			
1	2452	97	4.0
4	2346	141	6.0
7	2386	79	3.3
10	2219	51	2.3
SES			
1 (Low)	1327	50	3.8
2	831	23	2.8
3	884	25	2.8
4	497	8	1.6
5 (High)	432	8	1.9
No data	5432	254	4.7

TABLE 4.5: NUMBER OF PARENT RESPONDENTS IN THE HOME SURVEY

Ethnicity/Race	Child's Grade					
	1	4	7	10	Missing	Total
Black	22.7 (N=57)	27.5 (N=69)	27.9 (N=70)	17.9 (N=45)	4.0 (N=10)	(25.3) (N=251)
Hispanic	27.9 (N=84)	23.3 (N=70)	24.3 (N=73)	20.9 (N=63)	3.7 (N=11)	(30.3) (N=301)
Other	24.7 (N=109)	20.9 (N=92)	23.1 (N=102)	26.3 (N=116)	5.0 (N=22)	(44.6) (N=441)
Total	25.2 (N=250)	23.3 (N=231)	24.7 (N=245)	22.6 (N=224)	4.3 (N=43)	(100) (N=993)

Note: Table entries are: row percent
frequency

Total column entries are: column percent
frequency

The error checks revealed only one cause for concern. In 4.3 percent of the houses (43 cases), the parent reported the child was in a grade different from the one indicated in the ID code. This could have occurred for a number of reasons, the most critical being a mismatch between the in-school and in-home respondents. The majority of the in-home analysis would not have been affected if two different respondents shared the same ID code in the different interview situations. A proper match was essential, however, for validation of the in-school data (comparing student and parent responses) and for other analyses using grade level as an independent variable to examine a parent's response. Since linkage between in-school and in-home records was partly dependent on grade, those 43 cases were excluded from the validation analysis. For the analyses of parental responses with grade of child as an independent variable, the 43 cases were treated as missing grade data.

Table 4.5 presented the number of parents by race and grade of child. The following tables display additional characteristics of the in-home survey respondents. Table 4.6 presents the number of parents with preschoolers, and Table 4.7 presents the number of child respondents, by race and grade.

3. Summary

Table 4.8 presents the total number of respondents for each instrument in the survey.

TABLE 4.6: NUMBER OF PARENTS WITH PRESCHOOLERS

Ethnicity/Race	Yes	No	Total
Black	21.1 (N=52)	78.9 (N=194)	(25.4) (N=246)
Hispanic	30.0 (N=88)	70.0 (N=205)	(30.2) (N=293)
Other	23.3 (N=100)	76.7 (N=330)	(44.4) (N=430)
Total	24.8 (N=240)	75.2 (N=729)	(100) (N=969)

Note: Table entries are: row percent frequency

Total column entries are: column percent frequency

24 respondents did not answer this question.

TABLE 4.7: NUMBER OF CHILDREN PRESENT FOR IN-HOME INTERVIEW

	Grade					
Ethnicity/Race	P	1	4	7	10	Total
Black	17.0 (N=37)	21.1 (N=46)	26.1 (N=57)	25.6 (N=51)	12.4 (N=27)	(25.3) (N=218)
Hispanic	34.1 (N=74)	23.7 (N=73)	18.4 (N=58)	18.4 (N=58)	15.5 (N=49)	(36.4) (N=314)
Other	18.2 (N=66)	28.6 (N=96)	16.1 (N=53)	18.5 (N=61)	18.5 (N=61)	(38.1) (N=329)
Total	23.0 (N=177)	24.8 (N=215)	19.5 (N=168)	19.7 (N=170)	15.9 (N=137)	100. (N=862)
Response Rate	72%	86%	73%	69%	61%	74%

Note: Table entries are: row percent frequency

Total column entries are: column percent frequency

Response rate is # of respondents/# of potential respondents.

TABLE 4.8: SUMMARY TABLE OF RESPONDENTS

Instrument	Number of Respondents
Parent Demographic	9,155
Teacher	963
Principal	190
Student In-School	
Grade 1	2,452
4	2,306
7	2,306
10	2,219
Total	9,413
In-Home-Parent Child -	993
Preschool	173
Grade 1	215
4	168
7	170
10	137
Total	863

5

ANALYTIC CONSIDERATIONS: CO-VIEWING RATES

The primary objectives of the ESEA-IV survey was to determine the proportion of viewers for each ESEA-IV series among minority and non-minority children. The survey was specifically designed to generate the most useful data to fulfill that particular objective. In addition to proportion of viewers, however, there are many other issues related to ESEA-IV which are important for evaluating the potential and actual success of this social experiment. Examples of such issues include: the relationship between frequency of television viewing and ESEA-IV viewership; the importance of time of broadcast for ESEA-IV viewership; and the influence of public versus commercial carriage. An extensive list of secondary issues with policy implications for ESEA-IV was developed prior to data collection with the realization that many of these issues could not be fully addressed. We hoped that the data would suggest partial answers to some of the questions which affect ESEA-IV viewership. Clearly, the data from the present study could not be used to infer causality if any relationships were found between the two variables. Positive results could only highlight those areas which merit further study and this information could then be used as a justification for more precise research efforts to guide federal decisionmaking with regard to the future direction of the ESEA-IV Program.

The initial set of secondary research questions was substantially reduced after a review of the preliminary findings. As will be seen in the next chapter, overall ESEA-IV viewership was

found to be low. The low level of viewership necessitated that several analyses be curtailed, eliminating some of the issues and restructuring others to reflect the constraints in the data. Those issues which sought to compare viewers with non-viewers on related aspects of television viewing were jeopardized most seriously because there were so few viewers in the samples on which to base conclusions. Some issues could be addressed for only a subset of the programs because of the different sample sizes and the variation in the number of viewers.

The problems of various sample sizes and low viewership have been dealt with by tailoring the issues and level of breakdown for each ESAA-TV series to that which the individual sample will allow. The survey findings will be presented individually for each ESAA-TV series due to the uniqueness of the issues for each program. Some research issues are addressed for every series; others for only a few. To prevent unnecessary repetition, each issue will be introduced in depth in this chapter along with the particular considerations relevant to the analysis and the interpretation of the data that each involves. It is essential that these considerations be fully understood to prevent an inaccurate interpretation of the findings.

Unless otherwise specified, all data from the in-school survey have been adjusted so that the findings reported represent proportions for the population of the coverage area for that particular ESAA-TV series. A student's response was assigned a weight which reflected his or her likelihood of being included in the sample. The weighting formula used was based on the sampling procedures and took several factors into account including the number of classes in the district at the student's grade level, the population of the district, the number of school districts in the coverage area, and the population of the coverage area. In general, minority students (Blacks and Hispanics) received lesser weights because they were oversampled while majority students who were undersampled received a greater weight. The weighted findings are not national population

estimates because no ESAA-TV series had complete nationwide coverage at the time of the survey. Some programs did reach a large percentage of the nation's population; others reached only a very limited area. In all cases, findings reported for each series apply only to the population in that program's coverage area at the time the survey was conducted. The series-by-series findings are comparable in that they do represent the total population able to watch each ESAA-TV series; they are not comparable in terms of the absolute number of children who could view a series. The differences in coverage among the ESAA-TV series have been presented in Chapter 2 and should be considered in evaluating overall significance of the viewership data for an individual ESAA-TV series.

The reader should also be aware that the amount of television viewing varies in frequency as a function of the time of year. Nielsen reported that children watched the least amount of television in May and the greatest in February.[1/] Children from 2 to 11 years of age watched an average of 30 hours per week in February but only 19 in May. Teens from 12 to 17 watched 23 hours per week in February and 16 in May. Given that the data for this study were collected in May, June, and July, it is possible that the percentages of children who reported watching ESAA-TV series were lower than they would have been had the survey been conducted at any other time of the year. There is no way this can be tested but it is a possibility that should be remembered in interpreting the overall significance of the findings.

Issue 1: Develop estimates of the proportion of viewers for each ESAA-TV series

Viewership was measured by four unique indices. These measures and the names by which the variable will be described are:

[1/] A. C. Nielsen, Television Audience 1976.

	VIEWERSHIP MEASURE	VARIABLE NAME
1.	Did the student watch the program last week?	Watched Last Week
2.	Did the student ever watch the program?	Ever Watched
3.	Had the student heard of the program?	Heard of
4.	Did the student prefer the program over its competitors in the same time slot?	Prefer

The student's responses to these questions were classified as one of three types: Yes, No, and Unusable Data. In some coverage areas, a respondent had the opportunity to view a particular ESAA-TV series more than once during the preceding week. For these students, one positive indication of viewing meant the student was counted as a viewer. A non-viewer in this case had not watched the program in any of its airings during the week. An alternative method would have been to measure viewings relative to possible viewings. The "cumulative" method of computing viewership was selected because in some coverage areas, the same episode of a series is repeated several times during the week. It would not be accurate to portray viewership relative to potential viewership in this case because no respondent would be expected to watch the same episode more than once in a week's time and so for that viewer, one viewing is the maximum reasonable per week viewership. The only information lost by this computation method is the knowledge of ongoing viewership of different episodes of the same series by the same child in a single week. In the analysis, those who watched once and those who watched more than once are counted in the same "yes" category.

The last category, unusable data, includes missing data, multiple responses, and the responses of students who committed a relatively high number of logical inconsistency errors (see Chapter 4). Although the overall amount of unusable data distributed across all students in the sample is low, the quantity of unusable data varies from cell to cell in the sample for each series. Given that viewership is also low, in some instances the percentage of unusable data approaches, or even exceeds, the reported percentage of viewership. The nature of the study design

(group administered questionnaires in a classroom setting) and the number of television programs the children were asked about, did not make it possible to perform extensive probing of responses or to exercise the kind of quality control attainable with a one-to-one interview situation. The quantity of unusable data is always less for the ever-watched and heard-of measures of viewership; Level B students could not multiply respond to these questions due to the design of the questionnaire.

One possible treatment of the unusable responses would have been to assume that they were divided between positive and negative responses in the same proportion as the rest of the sample and thus, present only two categories of responses totaling to 100 percent. Given that there are substantial differences in the viewership by students of different characteristics, it is not reasonable to make this assumption. Therefore, percentages are presented for all three categories. The implication of three response categories is that in all cells, the proportions of viewership are conservative estimates. At a minimum, the reported proportion of respondents viewed the ESAA-TV series; the true proportion could be higher depending on what the students with unusable data viewed. The variation in the quantity of unusable data from series to series and subgroup to subgroup implies that comparisons based only on proportion of viewership (yes) could be extremely misleading. Four percent viewership with 2 percent unusable data is not the same as 4 percent viewership with 15 percent unusable data. The relation of all three proportions, yes, no, unusable data, should be examined to gain the most accurate picture of ESAA-TV viewing.

A key difference between the findings of commercial television surveys and the viewership data presented under Issue 1 is that the percentage of viewership in this study represents the portion of the coverage area population who watched a program rather than the portion of the television audience. Commercial surveys generally focus on the share of the audience a particular program drew with the remaining portion being that drawn by competition. For example, in the presentation for Issue 1, if 75 percent of the respondents

indicated they did not watch VEGETABLE SOUP, they might have been watching a competitor or they might not have been watching television at all. The portion of audience viewing is addressed under Issue 10.

Both issues are important because they convey different kinds of evaluative information. The portion of audience analysis examines the success of an ESAA-TV series relative to other television offerings. The proportion of the coverage area population who view provides information as to the effectiveness of the television medium for reaching the minorities who are the focus of the ESAA-TV legislation. The suitability of television for accomplishing the ESAA objectives can only be evaluated relative to other methods of accomplishing the same objectives, e.g., additional funding for local educational projects. Such comparisons are, of course, difficult to make but they can begin from the data on the proportion of a population who have encountered ESAA-TV.

Because minority viewing is a key concern of the study, viewership data were analyzed separately for different ethnic groups. The ethnicity/racial categories utilized were Black, Hispanic, Other, and Unknown. Viewership was also analyzed by grade because the ESAA-TV series are targeted for specific age levels. For five of the series, CARRASCOLENDAS, INFINITY FACTORY, REBOP, VEGETABLE SOUP, and VILLA ALEGRE, grade was analyzed simultaneously with ethnicity. For the remaining series, the analyses were conducted separately due to sample size. The viewership analysis also compares ESAA-TV viewing among target and non-target groups for each series. Separate breakdowns by the sex of the respondent will not be presented, since preliminary analyses revealed no relationship between the respondent's sex and ESAA-TV viewership for any ESAA-TV series.

Issue 2: Determine the characteristics of the viewers for each ESAA-TV series

Issue 2 looks only at those students who indicated they had watched the ESAA-TV series in question. The analysis was conducted twice, once for those viewers who indicated they watched the program last week and once for those who indicated they had ever

watched it. It was originally intended to analyze the composition of the viewing audience, as measured by both viewership variables, simultaneously by grade and ethnicity. Such an analysis would show, for instance, what portion of the CARRASCOLENDAS viewers were Hispanic first graders. Unfortunately, the actual (unweighted) number of viewers was so low on the watched-last-week variable for many programs that such an analysis was not reasonable. As the analysis would divide the viewers into sixteen different categories (4 grades x 4 ethnicity classifications), it was felt that the results would be open to serious question unless the analysis was based on more than 80 viewers (an average of five viewers per cell). Only four series met this criteria: CARRASCOLENDAS, REBOP, VILLA ALEGRE, and LA ESQUINA. For these programs, the grade and ethnicity of the viewers on the watched-last-week variable will be analyzed simultaneously. For all other programs, grade and ethnicity will be analyzed independently.

When the same criterion was applied for the ever-watched variable, it was found that the proposed analysis could be performed for all programs with the exception of GETTIN' OVER and MUNDO REAL. These two series had extremely low viewership as will be presented in the next chapter.

In interpreting the data on the composition of the viewing audience, the reader should keep in mind the actual proportion of each minority group in the population. Nationally, Blacks make up 11.5 percent of the population and Hispanics account for 5.3 percent. Although none of the ESAA-TV series are available to the total United States population, the population that has access to each series does not differ substantially from the total population in proportions of minority membership, even though many of the series are targeted at minorities. Since the number of minorities is small (relative to the total population), a large proportion of a minority group must view a series before that group can begin to account for a proportion of viewership in excess of their proportion in the population. Therefore, when it is found that the minorities

comprise proportions of the viewing audience in excess of their representation in the population, it may accurately be concluded that the series in question is "reaching" the minorities.

This issue also examines the viewers (watched-last-week, ever-watched) with respect to their membership in the target audience. Findings from this analysis give the proportion of viewers in and out of the target audience. Target audience is always determined by grade; it is sometimes determined by ethnicity and SES as well. The proportion of viewers in the target audience should also be interpreted cautiously. A high proportion of viewers in the target audience indicates the series is indeed being watched by those for whom it was intended. On the other hand, a low proportion of viewers in the target audience is not necessarily a negative indicator; rather, it could mean the series simply has a broader appeal than the producers intended. Of course, it could also mean the target audience is not watching. The target audience analysis must be interpreted along with the overall viewing data for the series (Issue 1) to learn unequivocably which groups are watching.

All of the remaining issues examine potential factors which may act to increase or decrease ESAA-TV viewership.

Issue 3: Determine the geographic location of ESAA-TV viewers

Variations in viewership rates from region to region could serve to indicate whether a program's appeal is uniform across the country or is stronger in certain pockets than others. This issue is not appropriate for those ESAA-TV series which were broadcast in only one geographic region, i.e., LA BONNE AVENTURE, LA ESQUINA, QUE PASA, USA?. Of the remaining programs, GETTIN' OVER and MUNDO REAL had such low viewership that a regional analysis was not warranted.

The samples for each series were not selected on the basis of region and so the number of survey respondents varied greatly from one region to another. The regional data are presented in the form of total viewership for each region. The relation between the proportion of viewers for the regions is the focus of interest for each

series. The purpose of this analysis is to detect regional variation as reflected in differential viewing rates.

Exhibit 5.1 is a map of the United States with the eight regions of the analysis delineated. The viewership by region analysis was performed for five ESAA-TV series, but not all were available in the eight regions. The regions in which each of the five series were available are presented in the findings chapter.

Issue 4: Determine if ESAA-TV viewership varies by UHF/VHF carriage

Issue 5: Determine if ESAA-TV viewership varies by public/commercial carriage

Issues 4 and 5 require an analysis of ESAA-TV viewership by the type of station which broadcast the program. As previously reported in Chapter 2, most ESAA-TV series were on public UHF stations. These analyses were conducted only for the five programs with over 2,000 respondents, i.e., CARRASCOLENDAS, INFINITY FACTORY, REBOP, VEGETABLE SOUP, and VILLA ALEGRE. These five are the only ones with enough variation in carriage across survey sites to provide useful information for the questions.

The analyses are similar to Issue 1 with the exception that each incidence of viewing was classified as occurring on a UHF/VHF station (or public/commercial station for Issue 5). An ambiguity was present whenever the same ESAA-TV series was available on more than one type of station. In some cases, the same series was available at a different time on a different station. In other cases, particularly in large urban areas, the same set of programs appeared at the same time on a number of VHF and UHF stations. The number of stations carrying the same programming was so large that it was not feasible to attempt to establish precisely which station the child had been watching. For these kinds of special cases, a "can't tell" category of viewership was created. Viewers counted in this category indicated they watched ESAA-TV (heard of, etc.), but it was not possible to determine the type of station. This was generally more of a problem with the ever-watched and heard-of responses than with

EXHIBIT 5.1: REGION DEMARCATIONS

5.10

the other two variables. In those sites where the same series was offered on different stations at different times it was possible to determine precisely which the child had watched last week; the type of station could not be determined, however, for those children who had only heard of the program or those who had ever watched it. For both issues, the analysis is concerned with the relative viewing rates for the different kinds of stations to learn whether this factor is related to differences in children's viewing.

Issue 6: Determine if ESAA-TV viewership varies by the frequency of a child's TV viewership

Frequency of viewing was computed on the basis of several questions. The Level B students were asked how often they watched television before school, during lunch, after school, after supper, and on Saturday mornings. These students were asked to respond either always, most of the time, once in a while, or never. Each answer was assigned from one to four points, respectively, and scores were totaled to give an overall index of viewing frequency (Range: 4 to 20). The Level A students were asked the same questions, but only had two response options: most of the time or once in a while. Examination of the Level A response frequencies for these questions revealed that a substantial number of first graders were missing data for the question about lunch time viewing. Therefore, this question was eliminated from the analysis for them. Each of the responses to the four remaining Level A questions was assigned one or two points for a total frequency of viewing score ranging from four to eight. For both the Level A and Level B computations, any student who did not have a complete set of data for the viewing frequency questions was eliminated from the analysis.

To determine the relationship between ESAA-TV viewing and frequency of viewing, the scores were divided into four intervals and respondents were designated as: high viewers, medium-high viewers, medium-low viewers, and low viewers. The distribution of viewers and non-viewers of ESAA-TV among these categories was then compared to learn, for instance, if proportionately more ESAA-TV viewers

were high consumers of television. The focus of the analysis was on differences in the distribution among the four levels of viewership. Assume, for example, that the data for REBOP were:

	Frequency of Viewing			
	High			Low
Grade 7	1	2	3	4
Hispanic-Viewers	60***	20	10	10
Non-viewers	20	30	30**	20

(Table entries are row percents)

In this case, Hispanic seventh grade viewers of REBOP would be more frequent viewers of television than their non-viewing peers. This indicates a relationship between ESAA-TV viewing and frequency of television viewing for this group. A highlighting system was adopted to cue the reader to differences between the percentage of viewers and non-viewers in a category. For this issue and the following issue, differences are indicated in the tables by plus signs after the larger percentage:

* = 15 to 19 percentage point difference
** = 20 to 24 percentage point difference
*** = 25 or more percentage point difference

An examination of the data showed that differences of less than 15 percentage points generally could not be interpreted.

ESAA-TV viewership for this analysis was measured only by the ever-watched variable since this variable is more logically appropriate than watched-last-week in association with frequency of TV viewing. In cases where there were fewer than 20 viewers per cell, no comparisons were made between viewers and non-viewers and the cell was labeled "Insufficient Viewers" in the table. The viewer/non-viewer comparisons were made separately for each ethnic group within each grade level as it was hypothesized that both age and ethnicity would affect frequency of viewing. Data for those children with unknown ethnicity will not be presented in this analysis.

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, ESAA-TV viewership

Several different aspects of family viewership were assessed in the survey. These questions address a broader spectrum of family viewing habits than addressed under Issue 6 and thus, a simple scaled score could not be used to transform these questions into a single variable. To analyze family viewership, several components of presumed importance were identified. These components are:

- Watching television alone at night (always, most of the time, once in a while, never[1/])
- Watching television with brothers and sisters at night (same)
- Watching television alone on Saturday (same)
- Watching television with brothers and sisters on Saturday (same)
- Picking one's own programs (same)
- Being told to watch programs by a family member (Yes, No)

Frequency distributions were computed for the viewers and non-viewers for each ethnic group within each grade level. All Level A data for each question will be presented by ethnicity. With the Level B data, the totals across the three grade levels (4, 7, 10) and the three ethnic groups will be presented. In addition, any of the ethnic within-grade comparisons with at least a 15-percentage point difference between viewers and non-viewers within a category will be shown. The same method of indicating differences as used in Issue 6 (i.e., *, **, ***) will be used in this analysis. Also, like Issue 6, viewership was determined by the ever-watched variable and no comparisons were made if a cell contained fewer than 20 viewers.

In interpreting the data on ESAA-TV viewership as it relates to frequency of viewing and family viewing habits, the primary area

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1/"Always" and "Never" categories appeared only on Level B questionnaires.

of interest to viewership differences. There are also differences between ethnic groups and grade levels which will be noted. However, the data presented for issues 6 and 7 are not particularly suited for generalizations about ethnic or grade level differences in family viewing habits because they are ESSE-TV series specific. Black fourth graders in the BIGGY coverage areas may not have the same viewing habits as Black fourth graders in the [illegible] coverage areas. Also, for all questions where the Level 0 students had fewer response categories than the Level 3 students (3 out of 5), any Level 0/Level 3 differences will be difficult to interpret unless there is across consistency or variation. In sum, differences in viewing habits by grade and/or race should be taken as interesting but tangential to the primary purpose of the viewing habits analyses.

The remaining issues examine the ESSE-TV series in relation to their competition. A complete analysis of the viewership of [illegible] Program 3 is not possible because the ESSE-TV competition varied from site to site. The next three issues of the in-school survey provide information about children's preferences for the competition, their awareness of some competing programs, and the proportion of the television audience who watched an ESSE-TV series versus those who watched a competitor. The last issue examines the favorite television programs of the respondents from grades 4, 7, and 10.

Issue 8: Determine the relative degree to which the potential audience prefers ESSE-TV series to other kinds of programs

Each respondent was presented with the television offerings available in 1 to 14 different time slots. At least one program in each slot was an ESSE-TV series. The students were asked to examine the offerings in each time period and pick the one they would most prefer to watch. In some cases, the same ESSE-TV series was broadcast several times during the week. For any one ESSE-TV series, a child could express several preferences for the same program, up to a maximum of the number of times the program appeared in the 14 (or fewer) time periods.

The purpose of this analysis is to learn the extent to which children express preferences for ESAA-TV series and for their competitors. To take into account the different number of preferences each respondent could have potentially expressed for the same series, each line of the matrix (see Chapter 3) was analyzed as an independent "occurrence." The total number of occurrences in which an ESAA-TV series was offered was then compared with the total number in which it was preferred. The preferences expressed for competitive programs were categorized according to the type of program. The competitor program categories were:

- News
- Cartoon
- Game Show
- Situation Comedy
- Drama
- Sports
- Variety
- Other

Appendix D provides a listing of over 800 television programs along with their classifications.

A cumulative measure of preference for each ESAA-TV series (e.g., did child ever prefer CARRASCOLENDAS?) will be presented under Issue 1. In contrast, Issue 8 examines the number of times an ESAA-TV series was preferred and the number of times the competition was preferred for all possible comparisons.

The preference data are informative in that they tell what a child would watch in that time slot if there were no other constraints. However, it is difficult to interpret why a particular preference is expressed. We cannot assume that students who express a preference for a program have ever actually watched it; they may be merely attracted by the name. Nor can we assume they will watch it in the future; their set might not receive that station or an older sibling might control selection. The preference data for

the ESAA-TV series in comparison to the competitor types is only a measure of relative appeal. It can be used to learn what kinds of programs various groups of young viewers prefer but the relationship between preference and actual viewing is probably determined by numerous intervening variables.

Issue 9: Determine whether or not the potential audience is aware of the ESAA-TV series and its competitors

Awareness of the ESAA-TV series can be a potentially important link for explaining the pattern of viewership of the program. If awareness is high and viewership low, the students' choice may be based on a conscious rejection of the ESAA-TV series as uninteresting or at least not as interesting as the competition. On the other hand, if awareness is low, inadequate promotional efforts may explain low viewership. In this case, potential viewers have not rejected the programs; they don't even know they exist.

Awareness is measured by the question which asked the student to indicate if s/he had heard of a program. The "heard-of" data will be presented in Issue 1 along with the other indices of viewership. The heard-of data to be presented in Issue 9 are the comparable data on 25 competitor programs. (These programs were chosen to represent the spectrum of competition facing ESAA-TV. Only shows which were on the viewership matrix in several sites were selected.) In this way, awareness of ESAA-TV can be examined with respect to awareness of other programs available to children.

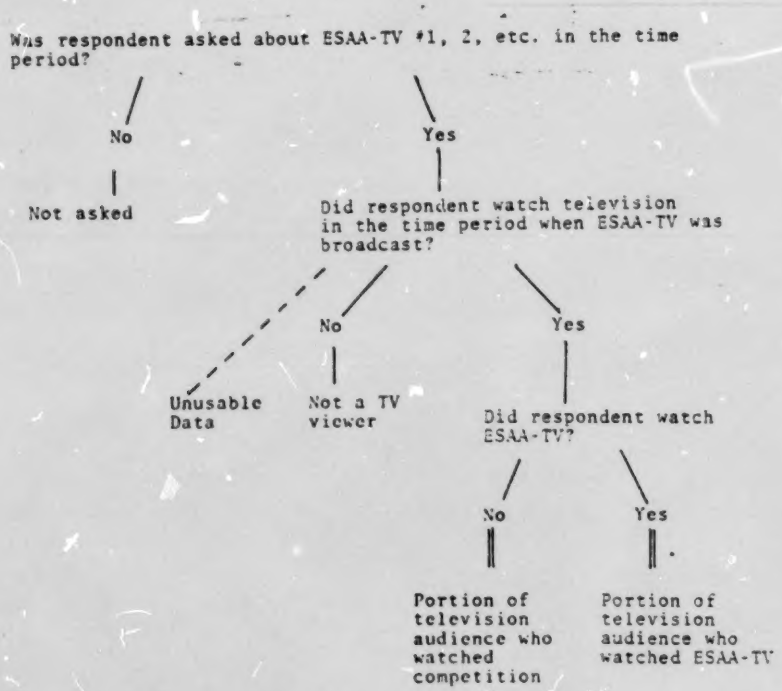
First grade children were asked about their awareness of ESAA-TV in a slightly different format than that used with the older students. First graders were not asked if they had heard of the competitor programs and, therefore, there are no first grade data for Issue 9.

Issue 10: Determine the portion of the television viewing audience watching ESAA-TV and the relationship between viewing and the time of day during which the program was broadcast

The "portion of audience analysis" examines television viewership in six different time periods. Those time periods are:

- Saturday morning (6 a.m. to noon)
- Sunday morning (6 a.m. to noon)
- Saturday/Sunday afternoon (noon on)
- Monday - Friday before school (6-8:30 a.m.)
- Monday - Friday after school (3:30 p.m. on)
- Other times

Computation of viewership was based on the student's response to the watched-last-week question. All unusable data (missing, multiple response, etc.) were classified and reported separately as was done in the previous analyses. Unlike the other measures of viewership discussed thus far, this analysis examines if the respondent was watching television as well as if s/he was watching the ESAA-TV program. The analysis divides the respondents into several categories based on the following set of questions:


Was respondent asked about ESAA-TV #1, 2, etc. in the time period?
No
Yes
Not asked
Did respondent watch television in the time period when ESAA-TV was broadcast?
No
Yes
Unusable Data
Not a TV viewer
Did respondent watch ESAA-TV?
No
Yes
Portion of television audience who watched competition
Portion of television audience who watched ESAA-TV

These six time periods will only be used with the five ESAA-TV series with large samples and many different broadcast times (CARRASCOLENDAS, INFINITY FACTORY, REBOP, VEGETABLE SOUP, VILLA ALEGRE). For the remaining five, the actual time(s) of broadcast will be presented. Data in each time period will be presented separately for each ethnic group. Within ethnic groups, distinctions are made between target and non-target grade levels. These, of course, vary with each series.

The portion of audience analysis provides several important and informative kinds of information. It presents a picture of how ESAA-TV series fared with respect to their competition. It allows conclusions to be drawn as to whether most children are watching another program or are not watching television at all. The time of day at which the series is broadcast is closely linked to this question and the results of this analysis will indicate whether the ESAA-TV series are more often watched during the more obscure time slots when the competition is weakest or during the high viewing periods when many television sets are on but the competition is strong. Additional information which relates to this issue (and other issues as well) is presented in the Appendices. Appendix E discusses the treatment of cable-TV, and Appendix F presents a tabulation of the times each ESAA-TV series was offered across all sample sites.

Issue 11: Determine the favorite television program of the potential ESAA-TV viewers

All students in grades 4, 7, and 10 were asked to list their favorite television program. This analysis is based on their response to that question. The five programs most frequently named by each ethnic group within each grade are presented along with the overall most popular selection by each grade and by each ethnicity. These data for this analysis were not weighted in that they are not associated with ESAA-TV viewership. The results of this analysis will be presented after those for all of the individual ESAA-TV series.

6

IN-SCHOOL FINDINGS

This chapter will present the findings of the in-school viewership survey. The results are presented individually for each ESAA-TV series. Within a series, each issue is addressed separately. The first five ESAA-TV series have complete sets of data, i.e., data for every issue. The last five series had more limited carriage, had smaller audiences and samples, and therefore had insufficient data to address all the issues.

The last section of this chapter presents the results pertaining to the children's favorite programs.

CARRASCOLENDAS

CARRASCOLENDAS is a bi-lingual program in which the dialogue is part Spanish and part English. It employs a variety of formats to convey messages of an affective nature. The target audience for the series is Hispanic children from ages 5 through 11.[1/] The series was one of the four available through the PBS network feed at the time the survey was conducted.

Issue 1: Develop estimates of the proportion of viewers for CARRASCOLENDAS

The findings for each of the four viewership variables for CARRASCOLENDAS are presented in Table 6.1. Individual viewership rates were computed for each ethnic group within each grade level. The findings from each measure of viewership will be discussed in turn.

The viewership data for the watched-last-week variable indicate that only a small percentage of the students had watched CARRASCOLENDAS during the preceding week. The proportion of viewers is higher among first and fourth grades, the target grades, and considerably higher among the Hispanic students, the target ethnic group, within those grades. Eleven percent of the Hispanic first graders and 13 percent of the Hispanic fourth graders said they had watched the series last week. Even though overall viewership was low, CARRASCOLENDAS was watched most by those in the target audience.

The viewership rates for students who had ever watched CARRASCOLENDAS are predictably higher than those for the watched-last-week variable, although the same age group and ethnicity trend appears with both variables. Nearly one-fourth of the first graders

1/ The USOE promotional material on CARRASCOLENDAS describes the series as being for children from 3 to 9. When the series' producers were contacted for this study, however, they gave the target age as 5 through 11. The target audience definitions used throughout this report are those given by the producers.

TABLE 6.1: VIEWERSHIP OF CARRASCOLENDAS BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data
WATCHED LAST WEEK												
Ethnicity/Race												
Black	4	79	17	1	83	16	0	89	11	0	95	5
Hispanic	11	75	14	13	66	21	2	86	12	0	96	4
Other	2	61	37	1	87	12	0	94	6	0	93	7
Unknown	0	44	56	1	79	20	1	87	12	0	69	31
Total	3	65	32	2	83	15	0	91	9	0	91	9
EVER WATCHED												
Ethnicity/Race												
Black	20	44	36	8	82	10	8	84	8	4	95	5
Hispanic	56	53	11	30	54	16	20	69	11	17	82	2
Other	23	36	41	10	84	6	7	90	3	6	89	5
Unknown	23	28	49	12	74	14	6	86	8	2	72	26
Total	24	39	37	12	79	9	8	86	6	6	87	7
HEARD OF												
Ethnicity/Race												
Black	22	50	28	13	77	10	12	80	8	11	86	3
Hispanic	30	51	10	36	47	17	29	61	10	28	70	2
Other	23	45	32	16	78	6	13	84	3	8	87	5
Unknown	32	23	45	18	68	14	14	78	8	7	67	26
Total	25	45	30	18	73	9	14	81	5	10	83	7
NEVER HEARD												
Ethnicity/Race												
Black	9	76	15	2	91	7	4	90	5	2	96	2
Hispanic	25	59	16	19	65	16	5	84	10	8	91	1
Other	8	60	32	4	91	5	1	97	2	2	94	4
Unknown	2	63	35	2	87	11	1	94	5	1	98	1
Total	10	63	27	5	88	7	2	94	4	2	95	3

NOTE: Table entries are within cell percents

☐ - Target Audience

had watched CARRASCOLENDAS at some time. The proportion for the fourth grade is considerably less (12%) and it declines steadily with each grade level. The appeal of this program to Hispanic viewers is especially apparent in the ever-watched data. At all four grade levels, the Hispanic children have higher viewership rates than the other ethnic groups. It is particularly interesting that approximately 20 percent of the seventh and tenth grade Hispanics have seen a program for younger children. This may have occurred because they watched television with their younger siblings or because the older children had watched the program in years past when they were in the target age group.

The findings for the heard-of question parallel those already discussed; again, the target groups were most familiar with the series. More children had heard of CARRASCOLENDAS than had ever watched it. The difference is minimal at the first grade level where nearly the same proportions had heard of it as had watched it. The difference increases gradually over the grade levels.

The preference data are yet another indicator that CARRASCOLENDAS has found an audience among young Hispanic television viewers. The overall rate of preference for CARRASCOLENDAS over its competitors among first grade children was 10 percent; among Hispanic first graders, it was 25 percent. The corresponding figures for fourth graders are 5 percent overall and 19 percent for Hispanics. The preference proportions are very low for the older grade levels which is to be expected for a series directed toward young children.

Issue 2: Determine the characteristics of viewers for CARRASCOLENDAS

Issue 2 is concerned only with the sub-sample of respondents who identified themselves as CARRASCOLENDAS viewers. The analysis looks at the demographic characteristics of: (1) those children who reported they had watched CARRASCOLENDAS last week and (2)

those children who reported they had ever watched it. The grade by ethnicity breakdowns for both types of viewers are presented in Figure 6.1.

Of those children who watched last week, 49 percent were first graders and 41 percent were fourth graders. The largest subgroups among the viewers were Hispanic first and fourth graders who accounted for 19 percent and 26 percent of the viewers, respectively. The Black first graders also comprised a sizable portion of the viewers (14%). As was seen in Issue 1, few of the viewers who watched during the prior week were from the higher grade levels.

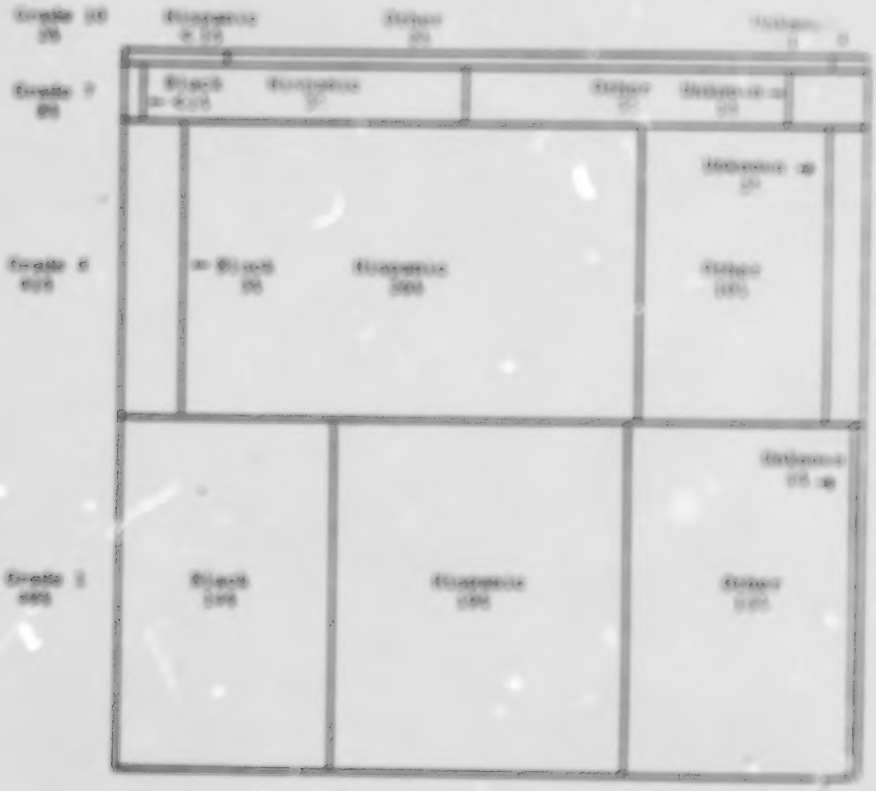
The composition of the group of viewers who had ever watched was more evenly divided than last week's viewers, but again the majority were from first (47%) and fourth (24%) grade. Although the Hispanics constitute a smaller proportion on this measure, at all grade levels they are overrepresented.

CARRASCOLENDAS viewers were also classified as target/non-target with viewership again defined by the watched-last-week and ever-watched variables. The results of this analysis are presented in Figure 6.2. Of those who reported watching during the prior week, 45 percent were members of the target audience. Of all those who had ever watched CARRASCOLENDAS, 15 percent were in the target audience.

Issue 3: Determine the geographic location of CARRASCOLENDAS viewers

CARRASCOLENDAS was broadcast in seven of the eight geographic regions (see Table 6.2). For the watched-last-week variable, the highest viewing rates occurred in Regions 2 and 8. Region 2 is the Northeast (Pennsylvania, New York, New Jersey). Region 8 is the Southwest-West and includes California and Texas. Both of these areas have large concentrations of Hispanics which probably explains the higher viewing rates for these regions on this variable.

WATCHED LAST WEEK



EVER WATCHED

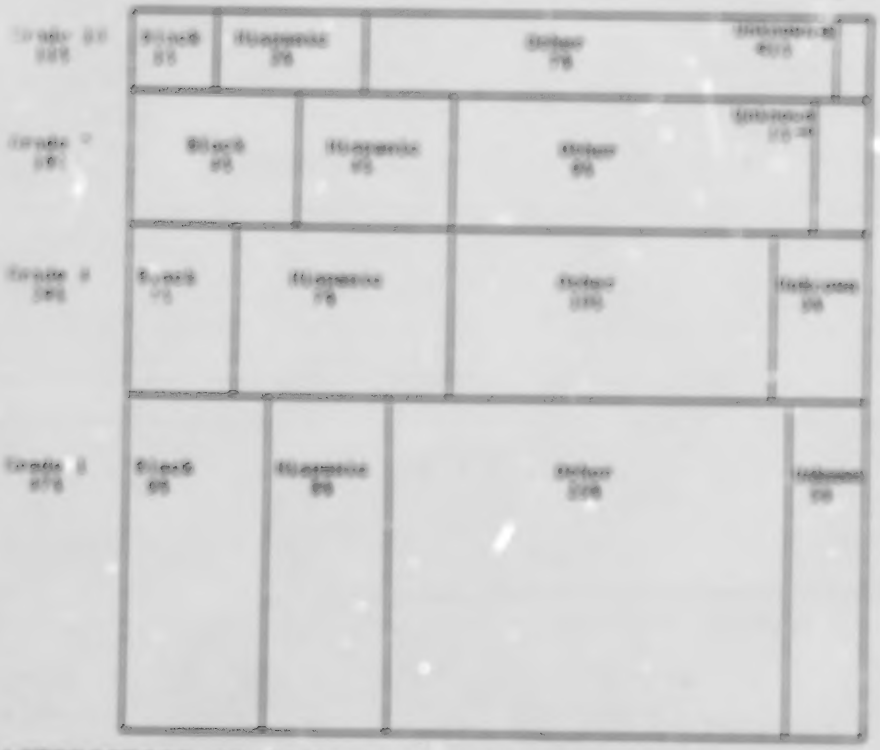
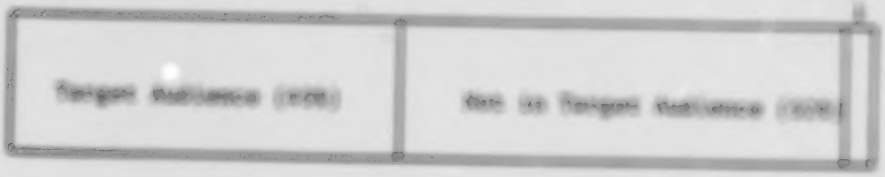


FIGURE 6.1: CHARACTERISTICS OF CARRASCOLENDAS VIEWERS

[redacted]



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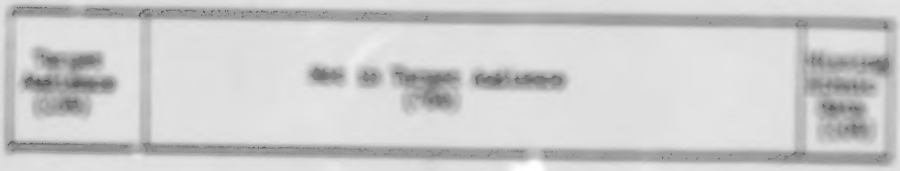

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[redacted]

Regions 7, the Northwest, and 8 have the highest proportion of children who have ever watched CARROUSELBAHNS. The two lowest regions on this variable are Region 3, the South, and Region 4, the Midwest. Region 3 does include Florida which has a high percentage of Spanish-speaking people of Cuban descent. Many people feel that CARROUSELBAHNS has a Mexican-American orientation and therefore is may not appeal to Cuban children.

Issue 6: Relevance of CARROUSELBAHNS viewership series by UHF/VHF carriage

The results comparing the viewership of CARROUSELBAHNS on UHF with that on UHF are presented in Table 6.5. The top half of the table presents the findings by grade and the bottom half presents them by reading ability.

When analyzed by grade, the data show no differences by station type for the watched-last-week and ever questions. For both the ever-watched and heard-of questions, there was a slightly higher incidence of UHF and UHF viewership. The highest rates, however, were found among those children who had the series available to them on both types of stations. The differences are small, but the direction is consistent across nearly all comparisons. Among the fourth graders, the target audience, 7 percent of the children had ever watched the series in those places where it was only available on UHF, 13 percent in those places with VHF, and 21 percent had ever seen it when it was carried on both. Similarly, 11 percent of the fourth graders in coverage areas with only UHF carriage of CARROUSELBAHNS had heard of the series, 21 percent with only VHF, and 31 percent with both. These differences may not be solely the result of the station-type differences, however. These coverage areas with both UHF and VHF coverage were nearly always large urban areas and it may be this factor which is responsible for the higher viewership.

Analyzing the data by ethnicity again reveals the superiority of VHF, or VHF and UHF carriage, over UHF alone on the basis of

TABLE

6.3: LARRASCOLENDAS VIEWERSHIP ON VHF/UHF STATIONS BY GRADE AND ETHNICITY

	GRADE 3			GRADE 8			GRADE 7			GRADE 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK												
VHF	0	62	33	4	72	24	1	88	11	0	91	9
UHF	1	67	32	1	87	12	0	92	8	0	88	12
Can't Tell	7	71	22	2	72	26	1	84	15	0	95	5
EVER WATCHED												
VHF		NO DATA		15	72	13	10	85	5	5	86	9
UHF		DATA		7	87	6	4	92	4	5	85	10
Can't Tell		GRADE 3		21	80	19	13	78	9	10	89	1
HEARD OF												
VHF		NO DATA		20	67	13	17	79	4	10	81	9
UHF		DATA		11	83	6	9	87	4	8	82	10
Can't Tell		GRADE 3		31	59	10	18	75	9	13	86	1
PHOTO												
VHF	10	65	25	7	84	9	3	92	5	1	94	5
UHF	9	62	29	3	91	6	1	97	2	4	95	1
Can't Tell	14	70	16	6	86	8	2	93	5	1	98	1

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK												
VHF	2	77	21	9	76	15	1	83	16	0	69	31
UHF	1	90	9	5	79	16	0	84	16	1	66	33
Can't Tell	2	77	21	7	75	18	2	87	11	1	72	27
EVER WATCHED												
VHF	5	87	8	26	68	6	10	82	8	4	82	14
UHF	5	91	4	13	71	16	5	93	2	6	69	25
Can't Tell	13	77	10	34	54	12	11	88	3	12	74	14
HEARD OF												
VHF	7	85	8	34	60	6	15	77	8	14	72	14
UHF	10	86	4	19	65	16	9	89	2	8	67	25
Can't Tell	19	71	10	47	41	12	15	82	3	21	66	13
PHOTO												
VHF	6	84	10	18	72	10	3	87	10	2	82	16
UHF	2	92	6	11	74	15	5	84	11	1	92	7
Can't Tell	4	85	11	17	73	10	4	91	5	2	95	3

NOTE: Table entries are within grade/ethnicities percents.

and ever-watched variables, although the differences between the former two types of carriage are not always as apparent. The Hispanic data on preference, also show this trend. Among the target ethnic group, Hispanics, 26 percent of the children had ever watched when the series were available only on VHF, 34 percent when it was on both, and 13 percent when it was only offered on UHF. The results are similar for the heard-of and preference questions.

Issue 5: Determine if CARRASCOLENDAS viewership varies by public/commercial carriage

The viewership rates for CARRASCOLENDAS when broadcast on public or commercial television stations are presented in Table 6.4. Examining the results by grade reveals that there were proportionately fewer viewers when the series was on public stations, although the differences are small and not always statistically significant. There were not sufficient data by grade for areas where the series was only available on commercial television so for the ever-watched and heard-of questions, comparisons can only be made between areas with public carriage or carriage on both public and commercial stations.[1/] The first grade data for the prefer question show a higher positive response to CARRASCOLENDAS on commercial stations; however, the rate of unusable data is substantially higher for public television. The fourth and seventh grade data show the same pattern of slightly lower viewing rates for all four questions when the series was on public television.

The second half of Table 6.4 looks at the viewing rates on public/commercial television by ethnicity. The findings for the Hispanics will be discussed first as they are the target audience.

1/ The reader is reminded that the "Both" category applies only to the ever-watched and heard-of questions. The other two questions refer to a specific airing at a specific time and thus it was always possible to separate public television viewing from commercial television viewing. It is not possible to watch/prefer "Both."

TABLE 6.4: VIEWERSHIP OF CARRASCOLENDAS ON PUBLIC AND COMMERCIAL TELEVISION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	3	64	33	1	80	19	0	90	10	0	89	11
Commercial	5	83	12	4	89	7	1	94	5	0	89	11
EVER WATCHED												
Public	NO DATA			10	79	11	7	87	6	6	89	5
Commercial	FOR			—	—	—	—	—	—	—	—	—
Both	GRADE 1			16	79	5	11	85	4	5	84	11
HEARD OF												
Public	NO DATA			15	74	11	12	82	6	10	85	5
Commercial	FOR			—	—	—	—	—	—	—	—	—
Both	GRADE 1			23	72	5	17	79	4	9	80	11
PREFER												
Public	9	63	28	3	90	7	1	95	4	2	95	3
Commercial	30	62	8	9	87	4	3	96	1	2	97	1

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	1	84	15	5	78	17	1	83	16	0	67	33
Commercial	0	87	13	10	83	7	1	96	3	1	72	27
EVER WATCHED												
Public	4	90	6	13	70	17	8	86	6	7	83	10
Commercial	—	—	—	72	28	0	—	—	—	—	—	—
Both	18	70	12	33	64	3	6	92	2	5	68	27
HEARD OF												
Public	8	87	5	19	64	17	13	81	6	15	75	10
Commercial	—	—	—	85	15	0	—	—	—	—	—	—
Both	27	61	12	45	52	3	10	88	2	10	63	27
PREFER												
Public	4	88	8	10	77	13	3	87	10	1	86	13
Commercial	3	90	7	22	76	2	4	95	1	1	97	2

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by —.

The superiority of commercial over public television for attracting CARRASCOLENDAS viewers is seen in the data for Hispanic children. The percent of Hispanic children who watched last week when it was offered on commercial television (10%) was twice as high as the corresponding percent for public television (5%). The finding is similar for the proportion of Hispanic children who preferred the series over its competitors (22% commercial carriage to 10% public television carriage). The findings for the ever-watched and heard-of questions are striking, but must be interpreted cautiously. When CARRASCOLENDAS was only available on public television, 13 percent of the Hispanic children had ever watched it and 19 percent had heard of it. When it was available on both public and commercial television, 33 percent had ever watched it and 45 percent had heard of it. When it was available on only commercial stations, 72 percent had ever watched it and 85 percent had heard of it. The data for commercial stations however, are based on a small sample of children from only a few sites. (These were high Hispanic areas, as evidenced by the lack of sufficient data in this category for all other ethnic groups.) Other unidentified factors at these sites may account for the high viewership rates for commercial stations. This caveat not withstanding, it is clear that among Hispanics, CARRASCOLENDAS was received least favorably in areas where it was only available on public television.

The data from the Black children for the ever-watched and heard-of questions show this same trend. For the other two viewership variables and for the remaining ethnic classifications, there were no differences in viewing rates as a function of carriage by a commercial or public station.

Issue 6: Determine if CARRASCOLENDAS viewership varies by the frequency of a child's TV viewership

Frequency of television viewing was based on an aggregate score of several questions. These questions differed slightly for

Level A (first grade) and Level B (fourth, seventh, and tenth grade) students. The distributions of frequency of TV viewing scores for those who had and had not ever watched CARRASCOLENDAS are presented in Table 6.5. Overall, there are no differences between viewers and non-viewers on the frequency with which they watch television. Blacks in the CARRASCOLENDAS coverage area did tend to watch television more than the other groups. Among the Level B students, viewing of television decreased as grade level increased.

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, CARRASCOLENDAS viewership

The frequency distributions for viewers and non-viewers of CARRASCOLENDAS (determined by the ever-watched question) on the six questions which constituted the family viewership analysis are presented in Appendix G, Table G.1. These analyses were placed in the appendix because they are quite lengthy, because very few of the comparisons revealed substantial differences, and because it is difficult to discern a pattern to the differences which did appear. Among the older Hispanic respondents (grades 7 and 10), the CARRASCOLENDAS viewers watched television more often at night with their brothers and sisters than did the non-viewers. This could explain why relatively more of the older Hispanic children have seen a program for young children. The same finding did not emerge in the analysis of Saturday morning viewing. The tenth grade Hispanic viewers did report that they picked their own programs less often than the non-viewers which is another indication that the program choices of the younger siblings may influence the viewing of the older children.

Issue 8: Determine the relative degree to which the potential audience prefers CARRASCOLENDAS to other types of programs

The findings for the preference for CARRASCOLENDAS versus its competitors are presented in Table 6.6. This analysis differs from the previous analyses in that the percentages reported are not percents of children; rather, they are the total number of preferences expressed for CARRASCOLENDAS divided by the total possible

TABLE 6.5: FREQUENCY OF TV VIEWING BY CARRASCOLENDAS VIEWERSHIP

LEVEL A

GRADE 1		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	0	28	63	9
	Non-viewer	0	24	62	14
Hispanic	- Viewer	0	33	63	4
	Non-viewer	0	38	52	10
Other	- Viewer	0	20	68	12
	Non-viewer	0	22	69	9

LEVEL B

GRADE 4		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	3	74	23	0
	Non-viewer	2	52	44	2
Hispanic	- Viewer	1	57	41	1
	Non-viewer	1	52	45	2
Other	- Viewer	0	46	53	1
	Non-viewer	0	40	56	4

GRADE 7		Frequency of Viewing High 1	2	3	Low 4
		0	49	50	1
		2	57	39	2
		1	45	48	6
		0	31	57	12
		0	33	56	11
		0	19	66	15

GRADE 10		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	Insufficient Viewers			
	Non-viewer				
Hispanic	- Viewer	0	29	58	13
	Non-viewer	0	13	49	38
Other	- Viewer	0	4	76	20
	Non-viewer	0	7	51	42

TOTALS

GRADES 4,7,10		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	1	58	41	0
	Non-viewer	1	50	45	4
Hispanic	- Viewer	1	48	46	5
	Non-viewer	0	32	51	17
Other	- Viewer	0	30	61	9
	Non-viewer	0	20	58	22

ALL ETHNICITIES		Frequency of Viewing High 1	2	3	Low 4
Grade 4	- Viewer	1	55	44	0
	Non-viewer	1	45	50	4
Grade 7	- Viewer	0	39	54	7
	Non-viewer	0	28	60	12
Grade 10	- Viewer	0	13	71	16
	Non-viewer	0	12	53	35

NOTE: Table entries are row percents.

TABLE 6.6: PREFERENCE FOR CARRASCOLENDAS AND TYPES OF COMPETITION BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
CARRASCOLENDAS	10	64	26	3	90	7	1	96	3	1	96	3
Types of Competition:												
News	27	50	23	17	78	5	15	85	0	11	85	4
Cartoon	46	28	26	46	50	4	38	59	3	34	64	2
Game Shows	57	19	24	37	58	5	35	61	4	28	71	1
Situation Comedy	35	53	12	36	60	4	38	58	4	49	48	3
Drama	25	49	26	21	70	9	23	73	4	23	71	6
Sports	22	67	11	0	86	14	72	28	0	-	-	-
Variety	4	31	65	24	67	9	38	59	3	16	83	1
Other	28	56	16	6	87	7	8	89	3	5	93	2
Unknown	30	53	17	12	80	8	13	84	3	9	89	2
Other ESAA Series	2	88	10	1	96	3	5	94	1	0	100	0

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
CARRASCOLENDAS	3	89	8	12	79	9	2	91	7	1	90	9
Types of Competition:												
News	22	74	4	29	70	1	13	83	4	9	80	11
Cartoon	46	47	7	41	50	9	40	53	7	36	60	4
Game Shows	30	66	4	30	64	6	38	57	5	39	57	4
Situation Comedy	26	66	8	26	69	7	45	50	4	35	62	3
Drama	18	76	6	16	74	10	25	66	9	21	62	17
Sports	-	-	-	29	57	14	41	53	6	23	69	8
Variety	32	58	10	21	66	13	24	63	13	12	85	3
Other	11	83	6	8	82	10	7	90	3	7	88	5
Unknown	17	75	8	15	74	11	13	83	4	11	82	7
Other ESAA Series	-	-	-	1	98	1	1	98	1	8	89	3

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by -.

number of preferences for the series. Thus, if the series was broadcast three times during the preceding week, a child could have expressed three separate preferences for the series over those different sets of competitors. Because of this difference, the preference data may not match that presented in Table 6.1. The data for the competitors represent the percent of occurrences in which each type is preferred when broadcast against CARRASCOLENDAS. The data on the competitive programs are only comparable with CARRASCOLENDAS: they are not a comparison among competitors. For example, the first column of Table 6.6 shows that, overall, first graders preferred CARRASCOLENDAS 10 percent of the times the series was broadcast. In contrast, when News programs were broadcast opposite CARRASCOLENDAS, they preferred News competition for 27 percent of the broadcast slots (and therefore, 73 percent of the time they preferred something else or expressed no preference).

The preferences expressed for CARRASCOLENDAS are highest among first graders and Hispanics which indicates an appeal to the target audiences. The preferences expressed for the competition were nearly always greater than that expressed for CARRASCOLENDAS but some types of programs were a particularly strong alternative. Among the first and fourth graders, the target age groups, Cartoons and Game Shows were especially popular. First graders preferred Cartoons to CARRASCOLENDAS 46 percent of the time and they preferred Game Shows 57 percent of the time. The corresponding figures for fourth graders are 46 percent and 37 percent. These two types of competition are also highly preferred across all ethnic groups including the target Hispanics. In sum, this analysis suggests that CARRASCOLENDAS should not be placed in competition with Saturday morning offerings even though many young children may watch TV at this time.

Issue 9: Determine if the potential audience is aware of CARRASCOLENDAS and its competitors

Awareness was measured by the question which asked children if they had ever heard of the series. The data for CARRASCOLENDAS

on this question were presented under Issue 1. To review, 25 percent of the first graders, 18 percent of the fourth graders, 14 percent of the seventh graders, and 10 percent of the tenth graders indicated that they had heard of CARRASCOLENDAS. Table 6.7 presents the comparable data for 24 competitor series which were available in many of the CARRASCOLENDAS coverage areas. First graders are not included because they were not asked about their awareness of the competition.

Awareness of the competitor programs is generally high. For the fourth graders, the target age group, awareness ranged from 18 percent for the 700 CLUB (identical to the CARRASCOLENDAS data) to 91 percent for the PRICE IS RIGHT. The programs that the fourth graders were less likely to have heard of were consistently those programs not aimed at children. Seventh and tenth graders displayed a greater awareness of the competitor programs than did the fourth graders.

There are few differences in awareness by ethnic group. MAYBERRY, RFD and the TODAY SHOW are relatively unknown among the minorities. Regardless of any variation within the competitors the proportion of children who had heard of any of these programs was always higher than the proportion who had heard of CARRASCOLENDAS. The findings for the awareness of the competitor programs provide a backdrop against which it is apparent just how few children have heard of CARRASCOLENDAS relative to other TV programs. These findings suggest that the relatively low viewership rates found for CARRASCOLENDAS may well be due to the fact that few children, including those in the target audience, have heard of the series. Seventy to 80 percent of the respondents indicated awareness of most of the competitors. Promotional efforts are called for if CARRASCOLENDAS is to reach a level of recognition comparable to its competition.

TABLE 6.7: AWARENESS FOR NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR CARRASCOLENDAS COVERAGE AREAS

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
ALL IN THE FAMILY	85	4	11	96	3	1	94	2	4
ANOTHER WORLD	69	68	11	88	11	1	85	12	3
CAPTAIN KANGAROO	69	13	19	88	23	9	92	5	3
FACE THE NATION	38	50	12	58	28	14	70	11	19
FAMILY FEUD	72	10	19	86	8	6	85	8	7
FLINTSTONES	70	13	17	90	0	10	91	1	8
GOOD SHOW	84	8	8	84	6	2	96	3	1
HEE HAW	84	9	7	93	7	3	90	9	1
HOLLYWOOD SQUARES	83	8	10	96	2	2	99	1	0
LUCY	87	5	8	96	2	2	98	2	0
LONE RANGER	93	03	3	94	5	1	98	2	0
MAYBERRY, RFD	51	34	15	88	44	8	84	14	2
THE PRICE IS RIGHT	91	3	6	96	2	2	98	0	1
SHAZAM/ISIS	88	6	6	93	3	4	97	5	0
STAR TREK	84	6	10	88	5	7	92	8	0
SUNDAY SHOW	28	55	19	67	44	8	74	22	5
TOM AND JERRY/HOMBLY	75	15	10	78	15	6	79	18	3
60 MINUTES	62	36	2	83	15	3	91	7	2
700 CLUB	18	68	14	66	28	6	-	-	-
SUPERFRIENDS	82	7	11	87	5	8	87	8	6
SPORTS - GENERAL	69	13	18	88	8	7	85	8	7
WIDE WORLD OF SPORTS	89	6	5	97	2	1	97	3	0
GENERAL NEWS	81	9	10	84	10	6	88	9	8

	Black			Hispanic			Other			Unknown		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
ALL IN THE FAMILY	96	1	3	90	1	7	82	3	9	85	2	13
ANOTHER WORLD	62	35	3	50	48	2	71	25	4	48	38	14
CAPTAIN KANGAROO	42	20	14	63	23	14	86	5	5	50	21	29
FACE THE NATION	47	35	18	61	39	0	53	29	16	70	13	17
FAMILY FEUD	81	13	6	67	26	7	83	10	7	79	12	9
FLINTSTONES	75	17	5	49	2	13	87	6	8	76	1	23
GOOD SHOW	78	13	9	83	6	11	96	2	2	79	14	7
HEE HAW	91	4	5	82	14	4	90	7	3	83	13	4
HOLLYWOOD SQUARES	94	3	3	79	14	6	95	2	3	89	5	5
LUCY	91	4	4	88	8	3	96	2	3	96	4	0
LONE RANGER	-	-	-	89	10	1	96	3	1	89	8	3
MAYBERRY, RFD	38	49	13	35	60	5	77	14	9	37	41	22
THE PRICE IS RIGHT	94	3	3	96	4	0	97	1	2	91	4	5
SHAZAM/ISIS	89	5	6	86	6	8	93	3	4	72	8	20
STAR TREK	96	4	0	90	3	7	91	1	8	83	4	13
SUNDAY SHOW	33	34	34	54	10	36	68	27	5	36	44	17
TOM AND JERRY/HOMBLY	74	19	7	72	20	8	82	13	5	72	13	13
60 MINUTES	79	17	4	76	22	2	83	10	5	67	26	7
700 CLUB	-	-	-	-	-	-	44	44	10	45	47	8
SUPERFRIENDS	88	5	7	77	9	14	87	8	5	79	9	12
SPORTS - GENERAL	75	10	15	79	17	13	86	6	8	80	8	12
WIDE WORLD OF SPORTS	-	-	-	89	9	2	97	2	1	95	4	1
GENERAL NEWS	80	12	8	76	14	12	91	4	5	78	10	20

NOTE: Table entries are within grade/ethnicity/race categories.
Cells with insufficient data are indicated by -.

Issue 10: Determine the portion of the television viewing audience watching CARRASCOLENDAS and the relationship between viewing and the time of day during which the program was broadcast

The results of the portion of audience analysis are presented in Table 6.8. The findings for each time period are presented separately followed by those for all time periods combined.

Approximately half of the children in the CARRASCOLENDAS target grades (1 and 4) reported that they had watched at least one television show in those Saturday morning times when CARRASCOLENDAS was broadcast. Television viewing was reported by 34 percent of the seventh and tenth graders. For both target and non-target grades, Blacks were the greatest consumers of Saturday morning television. The findings for the portion of TV viewers tuned to CARRASCOLENDAS showed that the series fared best among the Saturday morning competition for the Hispanic children in the target grades. Fifty-four percent of this group watched TV; 17 percent of those viewers reported watching CARRASCOLENDAS. The series was not seen by more than 3 percent of the TV viewers in any other group.

On Sunday morning, there was less viewing of television but proportionately more viewing of CARRASCOLENDAS. Again, there was more television viewing by younger children than older children and more viewing by Blacks than by any other ethnic group. Among the Hispanic target children who watched television (30% of the respondents), 46 percent watched CARRASCOLENDAS. This is an impressive portion of the TV audience. For the older Hispanic children, the figure was 23 percent which is much larger than the proportion of CARRASCOLENDAS viewers in that group (2%) for Saturday morning. The children from the target grades in the Other category were also much more favorably inclined to watch the series in this time period; 31 percent of the Other television viewers watched CARRASCOLENDAS.

The sample of children for whom CARRASCOLENDAS was available on Saturday or Sunday afternoon is small and inadequate for any

TABLE 6.8: PORTION OF AUDIENCE ANALYSIS FOR CARRASCOLENDAS BY TIME PERIOD

TABLE 6.8: (continued)

		CANVASSED AUDIENCE	PORTION OF AUDIENCE AT TIME PERIOD				
			WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES)			PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED CANVASSED HOUSES (WEIGHTED PERCENTAGES)	
TIME PERIODS		ESTIMATED AMOUNT CANVASSED HOUSES (THOUSANDS)	YES	NO	UNUSABLE DATA	YES	NO
DAY/TIME OF TELEVISION VIEWING							
MALES							
UNDER 5	1 A	4	11.01	88.99	0.00	0.00	100.00
UNDER 5	7 10	1	100.00	0.00	0.00	0.00	100.00
MISSING							
UNDER 5	1 A	44	29.07	58.24	10.77	3.41	96.30
UNDER 5	7 10	11	67.09	22.42	10.48	0.00	100.00
VIDEO							
UNDER 5	1 A	102	17.04	66.55	15.59	0.29	99.70
UNDER 5	7 10	152	38.76	49.39	11.85	0.00	100.00
CONTROL							
UNDER 5	1 A	23	19.91	70.06	13.02	0.00	100.00
UNDER 5	7 10	24	6.12	88.09	5.78	0.00	100.00
ALL CALLS							
UNDER 5	1 A	231	19.24	66.66	15.09	0.59	99.40
UNDER 5	7 10	180	36.62	52.27	11.10	0.00	100.00
NON-HOT SELTONE SIGNAL (0+01308+1							
MALES							
UNDER 5	1 A	30	10.70	49.63	40.66	7.78	92.21
UNDER 5	7 10	58	6.19	75.98	17.82	0.00	100.00
MISSING							
UNDER 5	1 A	101	10.87	56.27	33.04	59.37	40.62
UNDER 5	7 10	108	4.66	80.19	7.15	0.00	100.00
VIDEO							
UNDER 5	1 A	0	0.00	70.16	29.83	0.00	0.00
UNDER 5	7 10	58	6.96	91.49	2.53	42.47	57.52
CONTROL							
UNDER 5	1 A	8	10.00	11.01	6.98	100.00	0.00
UNDER 5	7 10	19	6.13	76.77	17.09	0.00	100.00
ALL CALLS							
UNDER 5	1 A	139	11.41	55.31	33.27	49.56	50.41
UNDER 5	7 10	237	5.61	82.93	11.44	7.35	92.64

TABLE 6.8: (continued)

CANNASCULENDAS TARGET GRADES			CANNASCULENDAS ASKED ABOUT CANNASCULENDAS (UNWEIGHTED FREQUENCIES)	PORTION OF AUDIENCE BY TIME PERIOD WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED CANNASCULENDAS (WEIGHTED PERCENTAGES) YES	NO
TIME PERIODS:								
MON-FRI AFTER SCHOOL (3:30PM ON)								
BLACK								
GRADES	1	6	27	48.27	34.51	17.20	0.00	100.00
GRADES	7	10	127	55.10	30.13	14.76	0.00	100.00
HISPANIC								
GRADES	1	6	126	47.35	37.78	14.85	45.33	54.66
GRADES	7	10	284	36.46	61.11	2.41	6.67	93.32
OTHER								
GRADES	1	6	175	63.35	32.24	4.39	0.15	99.84
GRADES	7	10	247	71.38	25.26	3.34	0.01	99.98
UNKNOWN								
GRADES	1	6	40	7.05	91.81	1.12	0.00	100.00
GRADES	7	10	46	28.02	20.72	51.24	1.18	98.81
ALL RACES								
GRADES	1	6	368	57.30	37.78	4.91	2.35	97.64
GRADES	7	10	704	56.63	27.30	16.05	0.52	99.47
ALL OTHER TIMES								
BLACK								
GRADES	1	6	198	22.12	61.90	15.97	2.45	97.54
GRADES	7	10	169	22.45	70.43	7.10	0.73	99.26
HISPANIC								
GRADES	1	6	79	34.16	40.32	25.51	1.28	98.71
GRADES	7	10	34	31.48	59.75	8.76	0.00	100.00
OTHER								
GRADES	1	6	282	21.03	50.29	28.16	4.45	95.54
GRADES	7	10	314	18.89	76.59	4.50	0.00	100.00
UNKNOWN								
GRADES	1	6	52	10.93	32.25	56.80	0.00	100.00
GRADES	7	10	47	28.26	65.59	6.13	0.00	100.00
ALL RACES								
GRADES	1	6	591	20.56	50.37	29.05	3.43	96.56
GRADES	7	10	564	20.73	74.04	5.22	0.13	99.86

TABLE 6.8: (continued)

CARRASCOLENDAS PORTION OF AUDIENCE ACROSS ALL TIME PERIODS

CARRASCOLENDAS TARGET GRADES 1 4 / TIME PERIODS:	ASKED ABOUT CARRASCOLENDAS (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED CARRASCOLENDAS (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 1 4	694	50.90	32.52	16.57	4.54	95.45
GRADES 7 10	639	36.17	54.85	8.97	0.07	99.92
HISPANIC						
GRADES 1 4	930	44.01	38.09	17.88	26.42	73.57
GRADES 7 10	808	27.59	64.03	8.37	5.07	94.92
OTHER						
GRADES 1 4	1,441	44.19	30.78	25.01	3.12	96.87
GRADES 7 10	1,575	36.47	57.21	6.31	0.70	99.29
UNKNOWN						
GRADES 1 4	312	35.37	27.75	36.87	1.81	98.18
GRADES 7 10	320	32.30	45.42	22.27	0.79	99.20
ALL RACES						
GRADES 1 4	3,377	44.64	31.65	23.69	5.99	94.00
GRADES 7 10	3,342	35.21	55.89	8.88	0.85	99.14

6.23

ethnic comparisons. (These data were drawn from only 3 sites. See Appendix F.) Television viewing at these times was greater among the older children (37%). Among the younger target grades, only 18 percent reported watching television and less than 1 percent of them watched CARRASCOLENDAS.

The sample of respondents with the opportunity for before school viewing is similarly small and so the results are questionable. Not many of the target-age Hispanic children watched television (11%), but 59 percent of those watched CARRASCOLENDAS. The data for all races combined for this time period are unreliable due to the overwhelming predominance of Hispanics in the sample and the small number of other ethnicities.

Monday to Friday in the afternoon and evening was a popular time for television viewing in the CARRASCOLENDAS coverage areas. For all races combined, 57 percent of both the target and non-target grade levels watched television sometime during this period. The only groups who viewed CARRASCOLENDAS in sizable proportions were the first and fourth grade Hispanics. Forty-seven percent of this group reported watching television; 45 percent of these television viewers watched CARRASCOLENDAS.

At All Other Times, which is equivalent to Monday to Friday between 8:30 a.m. and 3:30 p.m., there was not much viewing of television and very little viewing of CARRASCOLENDAS. The rate of television viewing was 21 percent for both target and non-target grade levels. Three percent of the target age viewers watched CARRASCOLENDAS compared to less than 1 percent for the older grades.

The last segment of Table 6.8 presents the portion of audience data without regard to time period. Overall, more target grade children watched TV than non-target. Among the younger grades, more Black children reported having watched TV (51%) while for the other two known ethnic categories an identical proportion reported viewing (44%). Among the older grades, fewer

Hispanics (28%) watched television than did any of the other ethnicities. Turning to the data on CARRASCOLENDAS viewing, one can clearly see the relative popularity of CARRASCOLENDAS among its target audience. Forty-four percent of the Hispanic first and fourth graders watched television at least once during a half-hour time slot when CARRASCOLENDAS was broadcast in their area. Of those viewers, 26 percent watched CARRASCOLENDAS at least once. Although the portion of audience drawn from all groups combined is not large, the series was watched by a sizable proportion of the audience for whom it was intended.

Summary for Issue 10. The portion of audience analysis revealed several findings about the viewership of CARRASCOLENDAS in different time periods. Overall, the series was most widely viewed on Sunday morning. While this time period had less television viewing than Saturday morning, the proportion of viewers who watched CARRASCOLENDAS was substantially greater. Sunday morning was the only time period when the portion of viewers who watched the series reached at least 10 percent for all three groups with known ethnicity. At the other extreme, the series did poorly during the school day and on Sunday and Saturday afternoon. Lack of viewing during the former period is not surprising as the series was not designed for in-school use. Sunday and Saturday afternoon appear to be times when older siblings are controlling the TV sets as the findings showed that approximately twice as many older than younger children watched television during this time.

As could be expected, based on what has been learned from the analyses for the other issues, the portion of audience analysis clearly showed the relative popularity of CARRASCOLENDAS among its target audience. Although the proportion of television viewers varies from time period to time period, as does the

portion of audience tuned to CARRASCOLENDAS, the first and fourth grade Hispanic children were nearly always the group who watched the show with the greatest frequency.

Summary of CARRASCOLENDAS Findings

CARRASCOLENDAS was viewed by proportionately more target audience children (i.e., Hispanic first and fourth graders) than by any other group. For all children the rates were highest for awareness, slightly lower for the ever-watch question, lower still for preference, and lowest for viewers[illegible] the week of the survey. The typical CARRASCOLENDAS viewer was [illegible]urth grade Hispanic child, while the typical ever-watched viewer was a non-minority first grader.

CARRASCOLENDAS drew the most viewers on Sunday mornings, and drew the highest share of the target audience on weekday mornings. The series did not fare well on Saturday mornings when many target audience children were viewing TV.

These data provide no indication that carriage variables (VHF/UHF or public/commercial) affected CARRASCOLENDAS viewership. The frequency of a child's viewing and a child's family's viewing habits were also unrelated to CARRASCOLENDAS viewership. Preference and awareness were generally much higher for its competition than for CARRASCOLENDAS.

INFINITY FACTORY

INFINITY FACTORY is the only ESAA-TV series examined by this survey of viewership which is primarily concerned with a cognitive outcome. INFINITY FACTORY was developed to teach children from 5 to 12 about mathematics and its application to day-to day living.[1] The series is targeted for all ethnic groups. It was available to stations through the PBS network feed at the time the survey was conducted.

Issue 1: Develop estimates of the proportion of viewers for INFINITY FACTORY

The findings for INFINITY FACTORY for each of the four viewership variables are presented in Table 6.9. The watched-last-week analysis indicates that, generally, INFINITY FACTORY had a small viewing audience with viewership ranging between 0 and 2 percent. The striking exception to this was the viewership by fourth grade Blacks. Among this group, 25 percent reported that they had watched INFINITY FACTORY at least once during the preceding week.

The proportion of respondents who had ever watched was considerably higher than watched-last-week among the target grades, 1 and 4, and slightly higher among the two older grades. With all ethnicities combined, 21 percent of the first graders and 17 percent of the fourth graders had ever seen INFINITY FACTORY. Again, the Black fourth graders had the highest proportion of viewing with 37 percent responding that they had ever watched. Few older children had seen the series; 6 percent of the seventh and 4 percent of the tenth graders responded positively.

The data for the heard-of question approximate that for the ever-watched. The fourth grade Blacks again responded most positively to the series with 40 percent of that group reporting that

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[1] USOE promotional material on INFINITY FACTORY describes the series as being for children from 7 to 12, but the producers gave the lower age of the target audience as 5.

TABLE 6.9: VIEWERSHIP OF INFINITY FACTORY BY GRADE AND ETHNICITY/RACE

they had heard of INFINITY FACTORY. Across all ethnicities, for both the first and fourth grade levels, 23 percent of the children indicated awareness of the program. The corresponding figures for the older grades are 11 percent for the seventh grade and 8 percent for the tenth grade.

The proportion of children who indicated a preference for INFINITY FACTORY over the competitors was low over all four grade levels; the highest preference rate was 8 percent for the fourth graders. The pattern of response for the fourth grade Blacks was consistent with the three other viewership variables. Again, they had the highest proportion of positive response (17%) of any grade/ethnic group.

In sum, INFINITY FACTORY was more widely known and viewed by its target audience, grades 1 and 4, than by non-target audience members, although viewership was low across all grade levels. One group in particular, fourth grade Blacks, displayed consistently higher viewership rates across the four variables than any other group. Their viewership may be the result of the appeal of one or more of the Black regulars in the series. With the exception of this group, the watched-last-week and preference findings were low (less than 10%) among the target audience. The other two variables, ever-watched and heard-of, were higher with 17 to 23 percent of the target audience responding "yes" to those questions.

Issue 2: Determine the characteristics of viewers for INFINITY FACTORY

The demographic characteristics of the ESAA-TV viewers are presented in Figure 6.3. The watched-last-week viewers are characterized separately by grade and ethnicity. The ever-watched viewers could be analyzed simultaneously by grade and race because of the larger number of respondents in this category.

The overwhelming majority of INFINITY FACTORY viewers as measured by the watched-last-week question were fourth graders (76%).

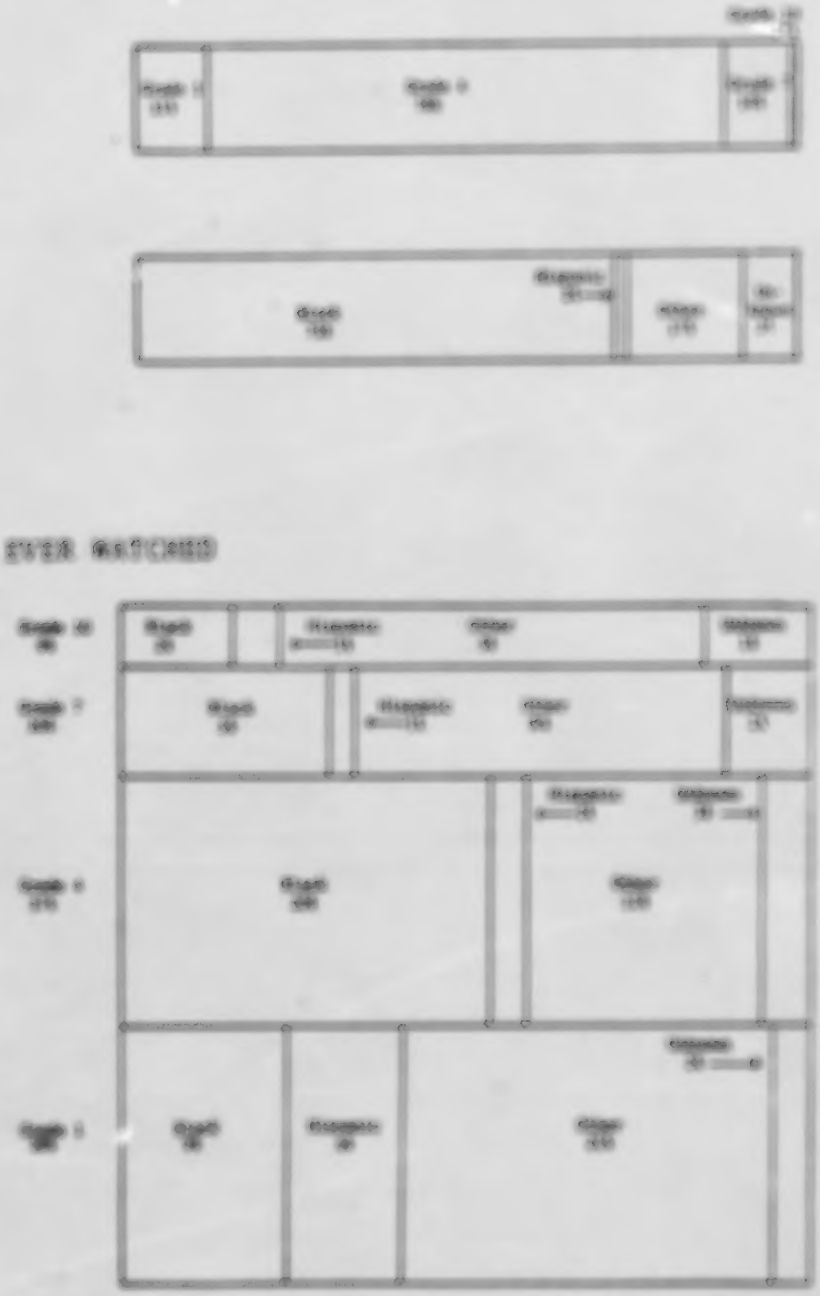

FIGURE 6.3: CHARACTERISTICS OF INFINITY FACTORY VISIONS

The most largest groups were the first (11%) and seventh grade (11%). Examining the ethnicity of the viewers reveals that 79 percent were Black. Clearly, INFINITY FACTORY is reaching minority children.

The composition of the ever-watched sample of viewers is similar but not an extreme as the watched-last-week sample. Of those who said they had ever watched INFINITY FACTORY, 38 percent were first graders and 37 percent were fourth graders. Across all grade levels, the Blacks make up over one-third (36%) of the ever-watched viewers. The Others had a slightly higher percentage (39%), but relative to the number of Blacks in the population, it can be concluded that Blacks have had proportionately more exposure to INFINITY FACTORY.

Based on the findings presented thus far, it is not surprising to learn that most of the INFINITY FACTORY viewers were in the target audience. The target audience findings are presented in Figure 6.8 The target audience for INFINITY FACTORY included a socioeconomic criterion (middle class) as well as age level (grades 1 and 4). As measured by the watched-last-week index of viewership, 69 percent of the INFINITY FACTORY viewers were members of the target audience (11% met the grade and 58% criteria, 79% met only the grade criterion). Of those who had ever watched the series, 79 percent were members of the target audience.

WATCHED LAST WEEK

Target Audience (69%)		
Grade Only (79%)		

EVER WATCHED

Target Audience (73%)		
Grade Only (100%)		

FIGURE 6.8: INFINITY FACTORY VIEWERS BY TARGET AUDIENCE MEMBERSHIP

Issue 3: Determine the geographic locations of INFINITY FACTORY viewers

INFINITY FACTORY was broadcast in all eight of the geographic regions. The viewership rates for the watched-last-week variable and the ever-watched variable are presented in Table 6.10. Region 3, the Southeastern States, had the highest proportion of viewers (11%) who watched during the preceding week. An examination of the viewership data by site in this region revealed that one site in particular, Atlanta, Georgia, was responsible for the high proportion of viewers. Twenty-five percent of the respondents in Atlanta indicated they had watched last week. One possible explanation for this is simply that the series is very popular in Atlanta; it is more likely, however, that the series was watched at a higher rate by only one or two of the classes surveyed (possibly on teacher recommendation) and that these classes are not representative of Atlanta or the region. Additional data on this issue will be presented later. The regional data on INFINITY FACTORY watched-last-week viewership should be interpreted cautiously. For seven out of the eight regions, there are no regional differences and there may be no real difference between these areas and Region 3 as well.

TABLE 6.10: INFINITY FACTORY VIEWERSHIP BY REGION

	Region							
	1	2	3	4	5	6	7	8
WATCHED LAST WEEK								
Yes	1	1	11	0	0	1	0	1
No	86	88	81	92	96	92	80	86
Unusable Data	13	11	8	8	4	7	20	13
EVER WATCHED								
Yes	18	7	19	10	10	10	6	10
No	72	83	55	86	87	84	82	77
Unusable Data	10	10	26	4	3	6	12	13

NOTE: Table entries are within column percents.

The viewership as determined by the ever-watched question was higher across all regions with Region 1 (New England) and Region 3 having the highest proportions of children who had ever watched (18% and 19% respectively). INFINITY FACTORY was produced in Region 1 which may explain why many children there had seen the series at one time or other. Region 3 had an unusually high proportion of unusable data so the true proportion of ever-watched viewership may actually be somewhat higher. The Region 3 data should be interpreted in light of the peculiarity explained above. The other six regions had lower viewership, ranging from 6 to 10 percent.

Issue 4: Determine if INFINITY FACTORY viewership varies by UHF/VHF carriage

The viewership rates on the four variables for UHF or VHF stations are presented in Table 6.11. For the fourth graders, the target audience, there were proportionately more children who watched-last-week on UHF than VHF (14% to 2%). The same relationship holds for the ever-watched (23% to 14%), the heard-of (26% to 22%) and the prefer questions (11% to 5%). There were no differences for the first graders, the other target grade level. Among the older children, the proportion of children who had heard of INFINITY FACTORY is higher when the series was broadcast only on UHF. There were no other differences for the older children.

The VHF/UHF viewership rates by ethnicity suggest that this factor is related to viewership for Black children (who constitute a large proportion of the INFINITY FACTORY viewers). Twelve percent of the Blacks watched-last-week when the series was on UHF stations while none watched on VHF stations. Similarly, 26 percent had ever-watched where it was only available on UHF (15% VHF); 28 percent had heard of the series (18% VHF): and 9 percent preferred it (5% VHF). There were no differences between VHF and UHF viewing rates for the other ethnicities.

TABLE 6.11: INFINITY FACTORY VIEWERSHIP ON VHF/UHF STATIONS BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
VHF	2	89	9	2	79	19	0	89	11	0	93	7
UHF	1	83	16	14	72	14	1	89	10	0	94	6
Can't Tell	1	93	6	3	76	21	1	81	18	0	95	5
EVER WATCHED												
VHF		NO DATA		14	74	12	5	92	3	3	90	7
UHF		FOR		23	68	9	8	87	6	5	91	4
Can't Tell		GRADE 1		6	84	10	5	85	10	4	95	1
HEARD OF												
VHF		NO DATA		22	66	12	7	90	3	4	89	7
UHF		FOR		26	64	9	13	81	6	10	86	4
Can't Tell		GRADE 1		18	72	10	12	78	10	11	88	1
PREFER												
VHF	9	83	9	5	87	8	2	93	5	2	93	5
UHF	6	79	15	11	81	8	1	95	4	2	96	2
Can't Tell	6	88	6	1	92	7	2	92	6	2	98	1

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
VHF	0	82	18	2	78	20	1	90	9	1	85	14
UHF	12	77	11	0	79	21	0	91	9	2	78	20
Can't Tell	0	78	22	2	70	28	1	90	9	0	89	11
EVER WATCHED												
VHF	15	76	9	8	85	7	7	87	6	6	82	12
UHF	26	68	6	6	77	17	6	89	5	8	84	8
Can't Tell	5	85	10	8	77	15	5	91	4	3	84	13
HEARD OF												
VHF	18	73	9	14	78	8	11	83	6	9	80	11
UHF	28	65	7	14	69	17	11	84	5	14	79	7
Can't Tell	13	77	10	13	72	15	13	83	4	17	70	13
PREFER												
VHF	5	88	7	4	83	13	4	91	5	5	88	7
UHF	9	83	8	6	75	19	3	93	4	1	86	13
Can't Tell	2	91	7	1	85	14	2	95	3	4	93	3

NOTE: Table entries are within grade/ethnicities percents. Insufficient data are indicated by -.

Issue 5: Determine if INFINITY FACTORY viewership varies by public/commercial carriage

The findings comparing viewership of INFINITY FACTORY on public stations with that on commercial stations are presented in Table 6.12. In general, there was very little positive response to INFINITY FACTORY on any of the four variables when it was carried on commercial stations. To conclude that public station carriage is related to high viewership is a tenuous interpretation; there were so few children with commercial carriage of INFINITY FACTORY available to them that the data for this issue may not be reliable.

Issue 6: Determine if INFINITY FACTORY viewership varies by the frequency of a child's TV viewership

Table 6.13 presents the distribution of the frequency of TV viewing scores for viewers and non-viewers (ever-watched) of INFINITY FACTORY. The Level A data show differences between viewers and non-viewers in the frequency of TV viewership for all three ethnic groups. The pattern, however, is not consistent across the groups. Among the first grade Blacks and Others, INFINITY FACTORY viewers were more frequent consumers of television. Among the first grade Hispanics, the opposite pattern occurred with INFINITY FACTORY viewers watching less television. The Hispanic first graders also watched more television than the other two groups.

The fourth grade viewers also differed from the non-viewers among the Blacks and the Hispanics, and this time the pattern is consistent. In both groups, the viewers watched more frequently. There were no viewer/non-viewer differences for any ethnic group in either seventh or tenth grade. The Level B Totals display several differences between viewers and non-viewers. In all cases, INFINITY FACTORY viewers were the more frequent TV viewers. The difference is more pronounced in some cases but the same trend appears in all six of the comparisons in the Level B Totals. These

TABLE 6.12: VIEWERSHIP OF INFINITY FACTORY ON PUBLIC AND COMMERCIAL TELEVISION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	1	85	14	7	75	18	1	88	11	0	93	7
Commercial	0	91	9	0	100	0	0	97	3	0	100	0
EVER WATCHED												
Public	NO DATA			17	72	11	6	88	6	4	91	5
Commercial	FOR			0	100	0	7	90	3	0	100	0
Both	GRADE 1			—	—	—	—	—	—	—	—	—
HEARD OF												
Public	NO DATA			25	65	10	11	82	6	8	87	5
Commercial	FOR			0	100	0	3	93	4	4	96	0
Both	GRADE 1			—	—	—	—	—	—	—	—	—
PREFER												
Public	7	80	13	8	83	9	2	94	4	2	94	4
Commercial	5	90	5	0	100	0	0	100	0	0	100	0

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	8	78	14	1	79	20	1	90	9	1	80	19
Commercial	0	100	0	—	—	—	0	95	5	0	100	0
EVER WATCHED												
Public	19	73	8	7	79	14	7	88	5	7	81	12
Commercial	18	82	0	—	—	—	0	98	2	4	96	0
Both	—	—	—	—	—	—	—	—	—	—	—	—
HEARD OF												
Public	24	68	8	13	72	14	12	83	5	13	75	12
Commercial	0	100	0	—	—	—	2	96	2	4	96	0
Both	—	—	—	—	—	—	—	—	—	—	—	—
PREFER												
Public	8	84	8	5	78	17	3	92	5	4	86	10
Commercial	0	100	0	—	—	—	2	97	1	0	100	0

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by __.

TABLE 6.13: FREQUENCY OF TV VIEWING BY INFINITY FACTORY VIEWERSHIP

LEVEL A

GRADE 1		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	0	42++	43	15
	Non-viewer	0	19	58+	23
Hispanic	- Viewer	0	27	71++	2
	Non-viewer	0	41	49	10
Other	- Viewer	0	29+	50	21
	Non-viewer	0	12	68+	20

LEVEL B

GRADE 4		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	1	63+	35	1
	Non-viewer	1	46	51+	2
Hispanic	- Viewer	1	76++	23	0
	Non-viewer	1	52	45++	2
Other	- Viewer	0	39	60	1
	Non-viewer	1	32	62	5

GRADE 7		Frequency of Viewing High 1	2	3	Low 4
		0	44	56	0
		1	56	41	2
		Insufficient Viewers			
		0	32	55	13
		0	18	66	16

GRADE 10		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	Insufficient Viewers			
	Non-viewer				
Hispanic	- Viewer	Insufficient Viewers			
	Non-viewer				
Other	- Viewer	0	23	65	12
	Non-viewer	0	6	53	41

TOTALS

GRADES 4,7,10		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	1	58	40	1
	Non-viewer	1	48	47	4
Hispanic	- Viewer	1	55+	30	14
	Non-viewer	1	33	50++	16
Other	- Viewer	0	33+	60	7
	Non-viewer	0	17	60	23+

ALL ETHNICITIES		Frequency of Viewing High 1	2	3	Low 4
Grade 4	- Viewer	1	53+	43	1
	Non-viewer	1	38	57	4
Grade 7	- Viewer	0	34	58	8
	Non-viewer	0	26	61	13
Grade 10	- Viewer	0	18	62	20
	Non-viewer	0	11	54	35+

NOTE: Table entries are row percents.

series of this type because they sample a broader range of television offerings. An alternative explanation is that the series is broadcast at time periods which generally have small television audiences but those audiences may well include the children who watch television most frequently.

The Level B Totals also show that Blacks in the INFINITY FACTORY coverage area are the most frequent viewers of television, followed by Hispanics and then by the Others. Grade level is also related to frequency of television viewing; as grade increases, frequency of viewing decreases.

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, ESAA viewership

Appendix G, Table G.2 contains the frequency distributions for viewers and non-viewers on the six questions which assessed family viewing habits. Overall there were several differences between viewers and non-viewers but there was no consistent pattern across the viewership habits questions. There were also few grade levels or ethnic groups that could be identified as consistently showing differences between viewers and non-viewers.

The first grade Others and fourth grade Blacks, who constituted the largest proportion of those who had ever seen INFINITY FACTORY, showed few differences between viewers and non-viewers. The Grade 10 Other viewers watched TV more often with their brothers and sisters at night as well as on Saturday. Similarly, fewer viewers than non-viewers from this group reported they always pick their own programs. Sibling selection of programs may explain why this older group had seen INFINITY FACTORY. One of the strong differences between viewers and non-viewers was found on the question "does anybody in your family ever tell you to watch certain programs?" For both the Blacks and Hispanics, considerably more viewers than non-viewers had been told to watch certain programs. Sibling influence or parent advice might have influenced the viewing of INFINITY FACTORY for these children.

Aside from these few differences, the family viewing habits of those who had ever watched INFINITY FACTORY were similar to those who had not.

The results do indicate several interesting trends in the family viewing habits of children in the INFINITY FACTORY coverage area. Minorities watch TV more with their brothers and sisters both at night and on Saturday. With-sibling viewing decreases as grade level increases, but for all grades, there is more frequent viewing of TV with siblings than by oneself. Older children and Blacks more often report picking their own programs. Finally, roughly 40 percent of the first graders and 50 percent of the children at the other grade levels reported that someone in their family had told them to watch certain programs.

Issue 8: Determine the relative degree to which the potential audience prefers INFINITY FACTORY to other types of programs

The analysis for this issue examines the preference for INFINITY FACTORY and its competitors by type as a percentage of the total number of possible preferences for the series. The findings are presented in Table 6.14.

The highest proportion of preferences for INFINITY FACTORY was expressed by first and fourth graders, 7 and 5 percent respectively. For all grade levels, the preference for all types of competition was higher than that for INFINITY FACTORY with the preference for Cartoons, Game Shows, and Situation Comedies being highest.

There were no substantial differences among the ethnic groups in their preference for INFINITY FACTORY; the proportion of preference was 5 percent or less for each group. Across all ethnic groups, Situation Comedies present the strongest competition for INFINITY FACTORY. Drama and Other programs present the weakest competition; however, even the preference for these two types of programs exceeded that expressed for INFINITY FACTORY.

TABLE 6.14: PREFERENCE FOR INFINITY FACTORY AND TYPES OF COMPETITION BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
INFINITY FACTORY	7	81	12	5	85	10	1	95	4	1	95	4
Types of Competition:												
News	-	-	-	19	67	14	17	76	7	34	58	8
Cartoon	42	41	17	23	66	11	27	69	4	31	68	1
Game Shows	38	53	8	35	57	8	45	52	3	41	56	3
Situation Comedy	59	30	11	39	51	10	48	48	4	41	50	9
Drama	30	64	6	7	79	14	8	84	8	20	72	8
Sports	-	-	-	11	85	4	13	86	1	18	82	0
Variety	24	65	11	20	71	9	20	75	5	17	82	1
Other	23	61	16	7	84	9	7	88	5	9	88	3
Unknown	27	61	12	16	80	4	16	82	2	14	84	2
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
INFINITY FACTORY	5	88	7	3	81	16	2	93	5	2	89	9
Types of Competition:												
News	24	71	15	14	67	19	25	69	6	24	64	12
Cartoon	29	64	7	35	50	15	30	66	4	28	56	16
Game Shows	43	51	6	33	54	13	42	54	4	31	64	5
Situation Comedy	55	36	9	53	44	3	43	50	7	44	48	8
Drama	12	81	7	12	68	20	13	78	9	10	78	12
Sports	-	-	-	20	78	2	15	84	1	10	88	2
Variety	23	69	8	24	59	17	18	79	3	22	69	9
Other	10	84	6	8	72	20	8	86	5	7	84	9
Unknown	5	92	3	6	86	8	20	77	3	20	76	4
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by -.

Issue 9: Determine if the potential audience is aware of INFINITY FACTORY and its competitors

The findings discussed under Issue 1 revealed that 23 percent of the first graders, 23 percent of the fourth graders, 11 percent of the seventh graders, and 8 percent of the tenth graders had heard of INFINITY FACTORY. Since it is difficult to determine whether this is a high or low degree of awareness without some knowledge of what proportion of children are aware of other TV programs, Table 6.15 presents the findings for the heard-of question for 24 competitor programs. No data were collected on first graders' awareness of competitors.

For the fourth graders, the INFINITY FACTORY target audience, the proportion of respondents who had heard of another series ranged from 18 percent (700 CLUB) to 90 percent (LUCY). Twenty-three percent of the fourth graders had heard of INFINITY FACTORY, and about that many were aware of the least popular of the 24 competitors; however, the least popular competitors were all targeted for adults.

Analyzing the results by ethnicity reveals that, generally, 70 percent or more of the children have heard of the competitor programs. Several unexpected findings were that Blacks and Hispanics were less familiar than Others with the TODAY SHOW and MAYBERRY RFD and that Blacks were less familiar than all other groups with the LONE RANGER.

In sum, the high degree of awareness of other programs indicates that INFINITY FACTORY is relatively unknown. It appears that children's awareness of this series will need to be increased if the series is to be effective. The low viewership rates are not a rejection of the series; relative to its competition, few members of the potential audience have ever heard of INFINITY FACTORY.

TABLE 6.15: AWARENESS OF NON-ESAA-TV PROGRAMS BY GRADE AND ETHNICITY/RACE FOR INFINITY FACTORY COVERAGE AREAS

	Grade 4			Grade 7			Grade 10		
	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data
ALL IN THE FAMILY	95	5	12	95	5	3	94	2	4
ANOTHER WORLD	92	97	11	97	93	1	93	93	5
CAPTAIN KANGAROO	73	11	19	79	93	0	93	5	3
FACE THE NATION	59	93	0	93	29	7	74	13	13
FAMILY FEUD	73	14	0	93	6	5	93	7	5
FLINTSTONES	69	14	17	93	9	11	93	9	6
GONG SHOW	95	9	7	93	5	3	93	3	3
HEE HAW	97	5	13	98	6	0	93	5	6
HOLLYWOOD SQUARES	93	0	0	93	2	5	97	0	3
LOVE	93	5	5	93	5	3	93	3	0
LOVE BOAT	98	14	6	96	5	3	93	3	0
MAYBERRY, RFD	94	93	14	93	93	7	94	14	3
THE PRICE IS RIGHT	94	0	0	93	3	5	93	7	7
SESAME STREET	93	9	0	93	4	7	93	9	7
STAR TREK	93	5	13	93	5	7	93	9	14
TODAY SHOW	93	93	23	93	97	13	73	13	9
TOM AND JERRY/NORMLY	79	13	11	93	14	7	79	13	7
US MINUTE	69	29	9	79	14	7	93	3	3
YOU CLUB	14	93	14	93	19	7	-	-	-
SUPERSTITIONS	93	7	13	93	9	7	93	9	9
SPORTS - GENERAL	79	13	19	93	5	7	93	9	9
WIDE WORLD OF SPORTS	93	9	9	97	3	3	91	3	9
GENERAL NEWS	93	9	13	93	9	7	93	3	9

	Black			Hispanic			Other			Unknown		
	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data	Yes	No	Unsure/No Data
ALL IN THE FAMILY	97	3	7	93	3	7	93	9	9	93	3	13
ANOTHER WORLD	94	93	9	93	97	9	79	93	9	97	93	13
CAPTAIN KANGAROO	93	29	14	93	93	14	93	9	9	93	93	17
FACE THE NATION	93	93	19	-	-	-	93	93	9	93	93	9
FAMILY FEUD	93	13	7	93	93	9	93	9	9	93	13	9
FLINTSTONES	79	97	9	93	9	79	97	9	9	79	9	13
GONG SHOW	93	93	9	93	9	13	93	9	3	93	14	9
HEE HAW	93	3	9	79	93	13	93	9	9	93	9	9
HOLLYWOOD SQUARES	79	9	23	79	93	13	93	3	9	93	9	9
LOVE	93	9	13	79	93	13	93	3	3	93	9	9
LOVE BOAT	93	9	9	93	9	3	93	3	3	93	9	9
MAYBERRY, RFD	93	93	23	97	93	3	97	3	3	93	93	13
THE PRICE IS RIGHT	93	93	23	93	93	13	79	93	9	93	9	9
SESAME STREET	93	9	7	79	93	13	93	9	9	93	9	13
STAR TREK	97	9	9	79	9	13	93	9	9	93	9	13
TODAY SHOW	93	9	9	97	9	9	93	9	9	93	13	13
TOM AND JERRY/NORMLY	93	93	23	93	93	13	93	93	9	93	93	13
US MINUTE	79	93	9	79	9	9	93	13	9	79	13	9
YOU CLUB	-	-	-	-	-	-	93	93	13	93	97	9
SUPERSTITIONS	-	-	-	-	-	-	93	9	9	79	93	13
SPORTS - GENERAL	97	9	9	79	93	97	93	9	9	79	9	13
WIDE WORLD OF SPORTS	79	93	13	79	97	13	97	3	9	93	9	9
GENERAL NEWS	79	93	13	93	9	3	97	3	9	79	13	13
	94	93	9	79	93	13	93	9	9			

NOTE: Table entries are column percents.
Cells with insufficient data are indicated by -.

Issue 10: Determine the portion of the television viewing audience watching INFINITY FACTORY and the relationship between viewing and the time of day during which the program was broadcast

This issue looks at the proportion of children who were watching television during a particular time period and at the proportion of television viewers who watched INFINITY FACTORY. The findings are presented in Table 6.10.

Approximately half the children reported watching television on Saturday morning. For all ethnicities combined, the proportion of TV viewers in the younger (target) grades was higher than that for the older grades. The highest rate of television viewing was reported by the first and fourth grade Blacks; 66 percent of this group reported they watched at least one television show on the preceding Saturday. The fewest TV viewers were found among the seventh and tenth grade Others where only 33 percent watched Saturday morning TV.

Although many children watched television on Saturday morning, few watched INFINITY FACTORY. Three percent of the target age Black TV viewers reported they watched the series. The portion of audience did not exceed 1 percent for any other group. It appears INFINITY FACTORY cannot compete with Saturday morning programming.

INFINITY FACTORY was not broadcast on Sunday morning in any of the survey sites. It was only broadcast in two sites on Saturday or Sunday afternoon (see Appendix F). Thus, there is the possibility of unreliability in these results because of the sample size. For these times, the target children reported more TV viewing: 47 percent of the Blacks, 33 percent of the Hispanics, and 27 percent of the Others in the target grades watched television. The only group who watched INFINITY FACTORY were those children of unknown ethnicity in the target grades. Twenty-four percent were TV viewers; 66 percent of the TV viewers watched the series.

TABLE 6.16: PORTION OF AUDIENCE ANALYSIS FOR INFINITY FACTORY BY TIME PERIOD

INFINITY FACTORY TARGET GRADES		ASKED ABOUT INFINITY FACTORY (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED INFINITY FACTORY (WEIGHTED PERCENTAGES) YES	NO
TIME PERIOD:							
SATURDAY MORNING (8AM-NOON)							
BLACK							
GRADES	1 &	233	80.77	17.15	17.08	2.93	97.06
GRADES	7 TO	256	87.71	32.40	9.88	0.00	100.00
HISPANIC							
GRADES	1 &	318	68.78	15.96	35.24	0.19	99.80
GRADES	7 TO	242	52.78	37.62	9.58	0.00	100.00
OTHER							
GRADES	1 &	534	91.02	30.41	17.75	0.19	99.80
GRADES	7 TO	683	33.84	59.37	7.58	0.74	99.25
COMBINATION							
GRADES	1 &	192	43.00	19.84	36.27	0.88	99.11
GRADES	7 TO	186	39.22	43.74	17.03	0.00	100.00
ALL GRADES							
GRADES	1 &	1,577	55.62	22.12	22.85	1.35	98.64
GRADES	7 TO	1,367	63.14	47.58	9.34	0.28	99.71
SUNDAY MORNING (8AM-NOON)							
BLACK							
GRADES	1 &	0	0.00	0.00	0.00	0.00	0.00
GRADES	7 TO	0	0.00	0.00	0.00	0.00	0.00
HISPANIC							
GRADES	1 &	0	0.00	0.00	0.00	0.00	0.00
GRADES	7 TO	0	0.00	0.00	0.00	0.00	0.00
OTHER							
GRADES	1 &	0	0.00	0.00	0.00	0.00	0.00
GRADES	7 TO	0	0.00	0.00	0.00	0.00	0.00
COMBINATION							
GRADES	1 &	0	0.00	0.00	0.00	0.00	0.00
GRADES	7 TO	0	0.00	0.00	0.00	0.00	0.00
ALL GRADES							
GRADES	1 &	0	0.00	0.00	0.00	0.00	0.00
GRADES	7 TO	0	0.00	0.00	0.00	0.00	0.00

TABLE 6.16: (continued)

INFINITY FACTORY TARGET GRADES 1 6 / TIME PERIODS:	ASKED ABOUT INFINITY FACTORY (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED INFINITY FACTORY (WEIGHTED PERCENTAGES) YES	NO
SAT./SUN. AFTERNOON (NOON ON)						
BLACK						
GRADES 1 6	9	46.98	6.06	46.94	0.00	100.00
GRADES 7 10	6	0.78	99.21	0.00	0.00	100.00
HISPANIC						
GRADES 1 6	65	33.36	61.30	5.32	0.00	100.00
GRADES 7 10	86	14.01	83.69	2.28	0.00	100.00
OTHER						
GRADES 1 6	64	27.05	66.35	6.59	0.00	100.00
GRADES 7 10	175	12.11	72.84	15.03	0.00	100.00
UNKNOWN						
GRADES 1 6	27	23.56	55.06	21.37	43.61	56.38
GRADES 7 10	53	23.71	70.12	6.15	0.00	100.00
ALL RACES						
GRADES 1 6	165	27.82	59.16	13.01	10.20	89.79
GRADES 7 10	320	13.70	73.86	12.43	0.00	100.00
MON-FRI BEFORE SCHOOL (6-8:30AM)						
BLACK						
GRADES 1 6	0	0.00	0.00	0.00	0.00	0.00
GRADES 7 10	0	0.00	0.00	0.00	0.00	0.00
HISPANIC						
GRADES 1 6	2	50.00	50.00	0.00	0.00	100.00
GRADES 7 10	0	0.00	0.00	0.00	0.00	0.00
OTHER						
GRADES 1 6	20	35.00	65.00	0.00	0.00	100.00
GRADES 7 10	33	0.00	97.03	2.96	0.00	0.00
UNKNOWN						
GRADES 1 6	5	80.00	20.00	0.00	0.00	100.00
GRADES 7 10	8	0.00	100.00	0.00	0.00	0.00
ALL RACES						
GRADES 1 6	27	44.44	55.55	0.00	0.00	100.00
GRADES 7 10	41	0.00	97.61	2.38	0.00	0.00

TABLE 6.16: (continued)

INFINITY FACTORY TARGET GRADES 1 4 TIME PERIODS:	ASKED ABOUT INFINITY FACTORY (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED INFINITY FACTORY (WEIGHTED PERCENTAGES) YES	NO
MON-FRI AFTER SCHOOL (3:30PM ON)						
BLACK						
GRADES 1 4	52	20.35	43.13	36.50	0.00	100.00
GRADES 7 10	75	31.23	48.66	20.10	0.00	100.00
HISPANIC						
GRADES 1 4	170	30.97	42.50	26.52	2.28	97.71
GRADES 7 10	145	22.55	58.06	19.38	0.00	100.00
OTHER						
GRADES 1 4	110	58.88	34.77	6.33	5.16	94.83
GRADES 7 10	227	44.22	40.59	15.18	2.24	97.75
UNKNOWN						
GRADES 1 4	39	74.72	18.29	6.97	0.00	100.00
GRADES 7 10	56	37.02	36.30	26.67	0.00	100.00
ALL RACES						
GRADES 1 4	371	48.68	34.66	16.65	2.73	97.26
GRADES 7 10	503	39.03	43.35	17.60	1.60	98.39
ALL OTHER TIMES						
BLACK						
GRADES 1 4	327	37.83	45.20	16.96	66.60	33.39
GRADES 7 10	317	29.63	66.09	4.26	3.61	96.38
HISPANIC						
GRADES 1 4	269	29.34	51.18	19.47	8.25	91.74
GRADES 7 10	251	18.15	75.05	6.79	0.00	100.00
OTHER						
GRADES 1 4	730	22.12	68.15	9.72	4.66	95.33
GRADES 7 10	1,058	14.79	79.00	6.20	0.00	100.00
UNKNOWN						
GRADES 1 4	191	26.37	59.03	14.58	3.96	96.03
GRADES 7 10	239	18.08	72.82	9.08	7.57	92.42
ALL RACES						
GRADES 1 4	1,517	26.48	61.01	12.49	23.72	76.27
GRADES 7 10	1,865	17.63	76.08	6.27	1.88	98.11

TABLE 6.16: (continued)

INFINITY FACTORY TARGET GRADES 1 4 TIME PERIODS:	ASKED ABOUT INFINITY FACTORY (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED INFINITY FACTORY (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 1 4	558	52.01	32.23	15.75	28.01	71.98
GRADES 7 10	511	52.05	39.48	8.45	1.39	98.60
HISPANIC						
GRADES 1 4	696	50.50	26.17	23.32	2.08	97.91
GRADES 7 10	434	42.69	45.36	11.94	0.00	100.00
OTHER						
GRADES 1 4	1,174	38.44	51.75	9.80	3.03	96.96
GRADES 7 10	1,422	28.67	65.56	5.76	1.03	98.96
UNKNOWN						
GRADES 1 4	344	50.38	31.73	17.88	3.10	96.89
GRADES 7 10	363	30.28	60.02	9.69	3.82	96.17
ALL RACES						
GRADES 1 4	2,772	44.65	41.50	13.83	9.77	90.22
GRADES 7 10	2,730	33.85	59.10	7.04	1.34	98.65

Monday to Friday before school was another time period in which INFINITY FACTORY was rarely broadcast at the survey sites. The sample at this time period is drawn entirely from one site and so no conclusions can be based on these findings.

The findings for Monday to Friday after school show much variation among the ethnic groups in the amount of television viewing. Among the target grades, 20 percent of the Blacks, 31 percent of Hispanics, and 59 percent of the Others reported watching television. For the Hispanics and the Others, there was less TV viewing by the older grades; for the Blacks, there was more. The Others in the target grades, who had the highest rate of television viewing, also had the highest rate of INFINITY FACTORY viewing: 5 percent of the target grade television viewers and 2 percent of the non-target viewers watched INFINITY FACTORY. The only other group reporting INFINITY FACTORY viewership were the Hispanics in the target grades; the series was watched by 2 percent of those who watched television.

The data for the during-school time period (All Other Times) reveal the most consistent viewership of INFINITY FACTORY across ethnic groups. Roughly one-fourth of the target grade children were television viewers with the Blacks having the most viewers (38%) and the Others having the least (22%). A very high proportion of the Black target age television viewers (67%) watched INFINITY FACTORY. The regional variation, in particular the high viewership in Atlanta, has already been noted (see Issue 3). INFINITY FACTORY was broadcast only during the school day in Atlanta. Apparently, the series was shown there in one of the survey classrooms (predominantly Black) in the week preceding data collection. The viewership data for Blacks during this time slot may, therefore, be artificially inflated. The portion of audience rates for the other ethnicities were 8 percent for Hispanics, 5 percent for Others, and 4 percent for those of unknown ethnicity. Of all the

ESAA-TV series, INFINITY FACTORY is probably the most likely to be shown in school because of its cognitive content.[1/]

The findings across all time periods indicate that among the target grades, approximately 50 percent of the Blacks, Hispanics, and those of unknown ethnicity watched television during a time slot when INFINITY FACTORY was broadcast in their area. The comparable figure for the Others in the target grades was 28 percent. As some of the other analyses have indicated, the Black children in grades 1 and 4 watched the series proportionately more than any other group; of the 52 percent who watched television, 28 percent of their number watched INFINITY FACTORY. For all other groups, the portion of the audience was 3 percent or less.

Summary for Issue 10

The analysis of the portion of the television audience tuned to INFINITY FACTORY revealed that the series was most watched during the school day. Possibly teachers or school resource personnel are making use of the program.[2/] The series did most poorly on Saturday morning. Half the target age children watched television at this time, but less than 3 percent of these viewers watched INFINITY FACTORY. The series was watched proportionately more by Blacks in the target grades (1 and 4) than by any other group.

Summary of INFINITY FACTORY Findings

With the exception of Black fourth graders, 25 percent of whom watched INFINITY FACTORY the previous week, no more than 2 percent of any group watched INFINITY FACTORY. The ever-watched and heard-of rates were considerably higher, especially among the target grades.

1/ Television stations apparently agree. Of the 73 airings of INFINITY FACTORY which occurred over all the sites during the week prior to data collection, 43 of these airings were between 8:30 a.m. and 3:30 p.m. (see Appendix F). This type of scheduling decreases the likelihood of in-home viewing of this series, but improves the possibility of in-school viewing.

2/ However, the data collected from teachers do not show any unusually high use of INFINITY FACTORY. See Chapter 8.

one and four. The preference rates never exceeded 8 percent, except for the fourth grade Blacks, 17 percent. The typical viewer who watched the previous week was Black and in the fourth grade while the typical ever-watched viewer was a Black fourth grader or a non-minority first grader.

INFINITY FACTORY did not do well on Saturday mornings, either in total numbers or in share of audience. The series did not appear on Sunday morning, so unfortunately it isn't possible to determine its performance during that time period. The series did do well during school hours, primarily because it drew roughly two-thirds of the target age Blacks at that time.

The competition drew considerably higher preference and awareness rates than INFINITY FACTORY. Carriage (VHF/UHF or public/commerical), frequency of viewing, and family viewership habits were unrelated to INFINITY FACTORY viewership.

REBOP

REBOP is a series of half hour programs aimed at 10 to 16 year olds. Each episode presents three portraits of a different child "exploring and focusing on his/her total lifespace." The series is targeted for all racial and ethnic groups, and was available on the network feed from PBS.

Issue 1: Develop estimates of the proportion of viewers for REBOP

The findings for this issue are presented in Table 6.17. Each of the four viewership variables will be discussed in turn.

The data from the watched-last-week variable indicate that relatively few (less than 5%) of the children watched REBOP, but that minority first graders (several years younger than the target audience) had considerably higher rates. Roughly one of seven minority first graders reported having viewed REBOP last week.

The ever-watched data reveal higher viewership rates, but with the exception of first graders, total viewership for each grade was 10 percent or less. The rate was double that for first graders, with little variation by ethnicity. Minority first graders had slightly higher viewership rates than Others, 22 and 24 percent for Blacks and Hispanics, respectively; Others had a 21 percent viewership rate.

The heard-of data followed the same pattern of the series discussed earlier: the heard-of rates were higher than the ever-watched rates. Approximately one-fourth of the first graders had heard of REBOP; less than one-fifth of the children at each of the older grades had. Again, the rates appear to be peaking with the youngest children, with the within-grade ethnicity data providing little variance.

The preference rates were slightly above the viewership rates. The highest rates were again among the first graders, but these data varied by ethnicity. The preference rates of the first grade Others

[illegible] BY GRADE AND ETHNICITY/RACE

	[illegible]			[illegible]			[illegible]			[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
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were similar to those of the older children (9%), while first grade Hispanics (23%) and Blacks (16%) had considerably higher preference rates. The preference rates for the older children were 7 percent or less.

This series differs somewhat from the previous series. The viewership rates are not higher for the target ages; they peak below the lower age boundary. However, this is the first series discussed that did not include first graders in the target audience. While there may be relatively more first graders who had seen SESAME, it is also possible that the younger children's responses are not as credible as the older children's. This explanation is further suggested by the high proportion of unusable data for the first grade. In sum, the overall rates are generally low although they are higher among first graders.

Issue 2: Determine the characteristics of viewers for SESAME

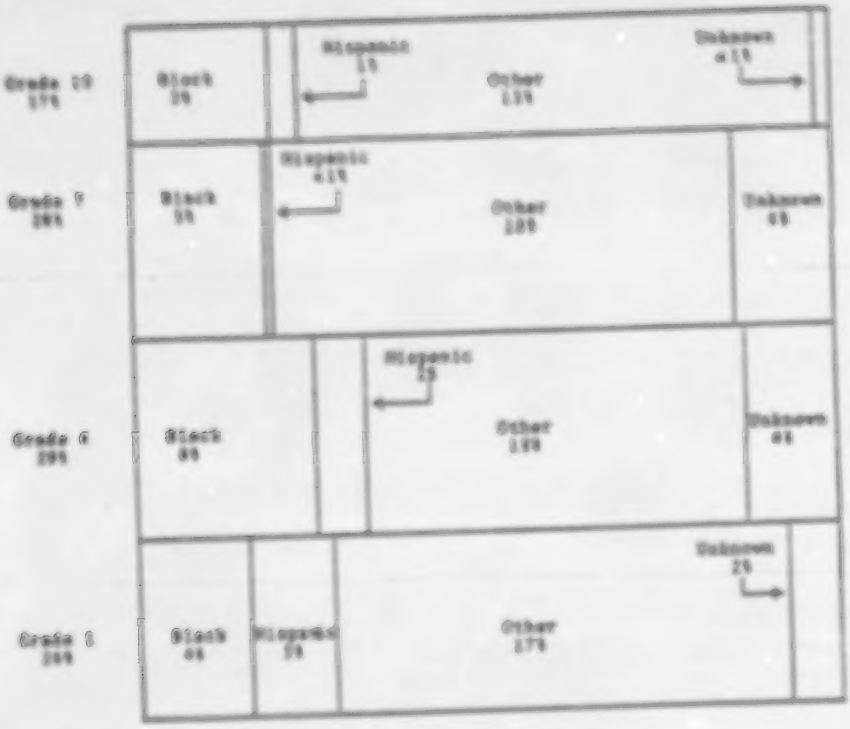
The data for this issue are presented for both the matched-last-week viewers, and for the ever-matched viewers. These data are presented in Figure 6.3.

The matched-last-week data indicate that there is a relatively even distribution across grades, but the ethnic distribution is skewed. Whites were the largest block of viewers, followed by Blacks, and then Hispanics. Hispanics comprised less than 7 percent of the viewers.

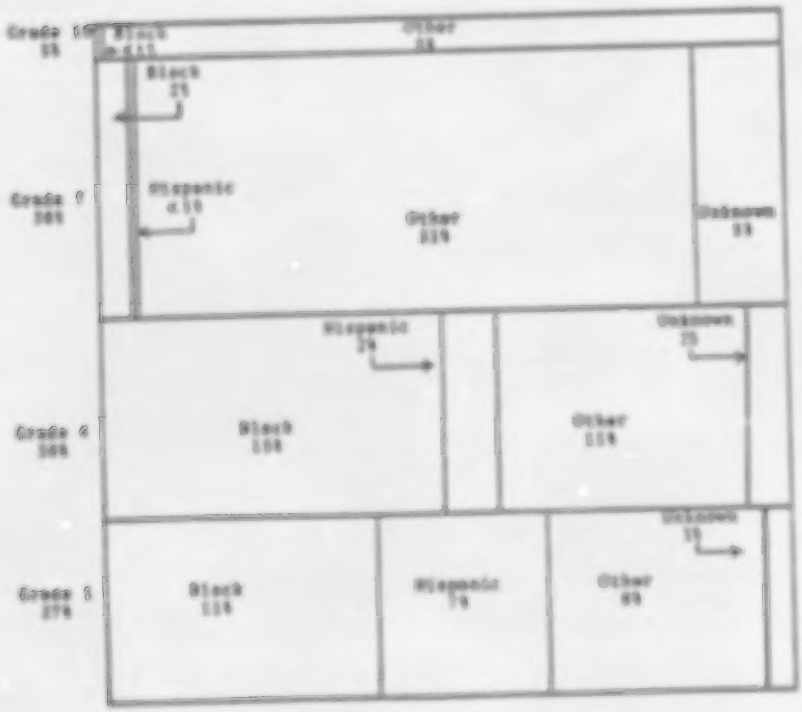
The ever-matched data present basically the same picture but grade distribution is slightly different. Most of the viewers were concentrated in the three lower grades. Whites still comprised the largest ethnic group; furthermore, the higher the grade the larger the proportion of Whites. Blacks comprised the next largest percentage, and Hispanics, again the smallest.

The SESAME viewers were also classified as target/non-target for the matched-last-week and ever-matched variables. As indicated in Figure 6.4, there was little difference between these variables. Most of the viewers were in the target audience (72 or 74%).

WATCHED LAST WEEK



EVER WATCHED



16.5: CHARACTERISTICS OF REBOP VIEWERS

6.54

WATCHED LAST WEEK

EVER WATCHED

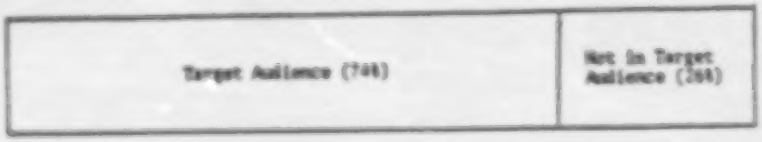


FIGURE 6.6: REBOP VIEWERS BY TARGET AUDIENCE MEMBERSHIP

Issue 3: Determine the geographic location of REBOP viewers

REBOP was broadcast in all eight geographic regions. The data for both the watched-last-week and ever-watched variables are presented in Table 6.18. With the exception of Region 3, the series did not draw more than 2 percent in any region for the watched-last-week variable. In Region 3 (the Atlantic Coast States from Maryland to Florida) REBOP drew 12 percent of the children.

The ever-watched data showed considerable variation across regions. The rates ranged from a low of 4 percent in Region 2 (New York, New Jersey, Pennsylvania, Delaware) to a high of 26 percent in Region 3. Rates were also relatively high in Region 1 (New England) and Region 7 (Pacific Northwest). There is no readily apparent explanation for this geographical imbalance, but it is unlikely that the consistently high rates for Region 3 are a chance occurrence.

TABLE 6.18: REBOP VIEWERSHIP BY REGION

	Region							
	1	2	3	4	5	6	7	8
WATCHED LAST WEEK								
Yes	2	2	12	0	2	0	0	1
No	91	86	82	87	91	77	76	87
Unusable data	7	12	6	13	7	23	24	12
EVER WATCHED								
Yes	19	4	26	5	6	9	14	6
No	76	87	70	91	92	69	75	80
Unusable data	5	9	4	4	2	21	11	14

NOTE: Table entries are within column percents.

Issue 4: Determine if REBOP viewership varies by UHF/VHF carriage

Data for this issue are presented in Table 6.19. All four viewership variables were examined for each ethnicity and each grade.

For the watched-last-week variable, viewership was consistently higher on UHF, but never by more than 5 percent. This was true for both the grade and ethnicity tables. There was no real difference for the ever-watched data or for the heard-of data, nor were there any consistent patterns. The preference data showed the same pattern the watched-last-week data exhibited, i.e., preference rates were consistently higher for UHF. These differences were most pronounced for Hispanics, with an 11 percent difference.

Overall, these data are not strong enough to conclude that UHF/VHF carriage makes a major difference in viewership rates, since two variables were seemingly unaffected by the carriage, and another had only minor differences. However, there is enough evidence to prevent completely dismissing the possibility of a relationship.

TABLE 6.19: REBOP VIEWERSHIP ON VHF/UHF CARRIAGE BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
VHF	2	91	8	1	74	25	0	91	9	0	93	7
UHF	6	49	45	4	81	15	5	86	9	1	88	11
Can't Tell	—	—	—	1	71	28	0	90	10	0	95	5
EVER WATCHED												
VHF		NO DATA		11	79	11	8	88	4	6	87	7
UHF		FOR		11	83	6	10	85	5	8	84	8
Can't Tell		GRADE 1		8	82	10	6	88	6	4	95	1
HEARD OF												
VHF		NO DATA		20	69	11	17	80	3	12	82	6
UHF		FOR		16	78	6	15	80	5	16	75	9
Can't Tell		GRADE 1		16	73	11	15	79	6	13	85	2
PREFER												
VHF	7	90	3	3	90	7	2	95	3	2	94	4
UHF	11	45	44	6	88	6	7	90	3	6	93	1
Can't Tell	—	—	—	2	91	7	1	96	3	1	98	1

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
VHF	1	78	21	1	85	14	0	89	11	0	81	19
UHF	5	82	13	5	69	26	3	81	16	3	66	31
Can't Tell	1	78	21	0	81	19	0	94	6	0	79	21
EVER WATCHED												
VHF	10	82	8	6	87	7	9	86	5	8	81	11
UHF	12	82	6	6	79	15	10	87	3	6	76	18
Can't Tell	8	81	11	5	91	4	4	94	2	10	75	15
HEARD OF												
VHF	13	79	8	11	82	7	17	78	5	19	70	11
UHF	17	78	5	14	70	16	15	82	3	16	66	18
Can't Tell	23	66	11	9	87	4	10	88	2	21	64	15
PREFER												
VHF	4	89	7	2	93	5	2	94	4	3	90	7
UHF	8	86	6	13	73	14	7	81	12	3	86	11
Can't Tell	3	91	6	0	96	4	1	98	1	4	92	4

NOTE: Table entries are within grade/ethnicities percents. Insufficient data are indicated —.

Issue 5: Determine if REBOP viewership varies by public/commercial carriage

The data for this issue are presented in Appendix G, Table G.3. There was not a sufficient amount of data on commercial carriage of REBOP to permit this issue to be investigated for this show.

Issue 6: Determine if REBOP viewership varies by the frequency of a child's TV viewership

The data for this issue are presented in Table G.4. There were scattered differences between viewers and non-viewers, but no clear pattern emerged. Hispanic first grade viewers tended to watch TV more frequently than non-viewers of REBOP. Black seventh and tenth graders had the opposite pattern--the less frequent TV viewers were more likely to have viewed REBOP. Tenth grade Others were infrequent viewers, but those who were REBOP viewers were also more frequent users of TV. This same pattern held for the tenth grade data collapsed across all ethnicities. Similarly, among the totals for Hispanics, the heavy TV users tended to be REBOP viewers, and the less frequent users were non-viewers. In conclusion, it is difficult to discern any systematic pattern between frequency of TV viewing and REBOP viewership.

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, REBOP viewership

The data for this issue are presented in Table G.5. Overall there did not appear to be a consistent pattern or relationship between REBOP viewership and family viewing habits. A few differences are worth noting. Hispanic first grade viewers watched TV alone at night more than non-viewers, and consequently, watched less often with their siblings. For first grade Others, however, viewers watched more often with their siblings.

With regard to Saturday viewing, first grade Hispanic viewers again watched alone more often than non-viewers. This same trend is evident among all Hispanics, but it is not as strong among the older children.

Hispanic first grade viewers picked their own programs more often than Hispanic non-viewers, as did Black tenth graders, but this trend is reversed for Hispanic tenth graders. Hispanic first grade viewers were also told to watch certain programs more often than non-viewers. This pattern is reversed for Black fourth graders, and for tenth graders in general.

Overall, the general trends were the same as those discussed for the prior series. Most children from all four grades reported viewing TV with their siblings. Viewership drops with age. Most children reported that they selected their own programs, and only about half the children reported that they were ever told to watch certain shows.

Issue 8: Determine the relative degree to which the potential audience prefers REBOP to other types of programs

The preference data for REBOP and its competitors are presented in Table 6.20. These preference data are computed on a per occurrence basis, so they are not completely comparable with the earlier preference data (Table 6.17) which were computed on a cumulative basis. For those cases where a child had only one chance to view REBOP, the two methods produce identical results.

As is evident from Table 6.20, the preference rates for REBOP are very low compared to virtually all other types of competition, except other ESAA-TV series. Game Shows seem to be the most preferred ESAA-TV competitor. Situation Comedies and Sports also did quite well. The highest preference rates for REBOP were among first graders and minorities.

Issue 9: Determine if the potential audience is aware of REBOP and its competitors

The data for this issue are presented in Table 6.21. The awareness data for REBOP itself were presented earlier in Table 6.17.

As with the other ESAA-TV series, awareness of competitor programs was much higher than for REBOP. While about 20 percent of the

TABLE 6.20 : PREFERENCE FOR REBOP AND TYPES OF COMPETITION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
REBOP	10	53	37	4	87	9	4	93	3	3	92	5
Types of Competition:												
News	9	21	70	9	88	3	13	86	1	15	83	2
Cartoon	-	-	-	29	60	11	31	64	5	23	72	5
Game Shows	91	9	0	38	51	11	56	40	4	48	46	6
Situation Comedy	28	17	55	42	50	8	40	55	5	33	61	6
Drama	15	42	43	25	66	9	25	72	3	20	75	5
Sports	26	65	9	24	58	18	30	66	4	41	54	5
Variety	43	18	39	23	68	9	35	63	2	24	73	3
Other	16	35	49	17	73	10	19	77	4	15	81	4
Unknown	14	75	11	4	90	6	6	92	2	6	93	1
Other ESAA Series	5	82	13	0	98	2	3	92	5	1	94	5

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
REBOP	6	86	8	5	85	10	4	88	8	2	88	10
Types of Competition:												
News	14	79	7	21	78	1	12	72	16	7	78	15
Cartoon	33	60	7	30	57	13	26	68	6	24	67	9
Game Shows	39	53	8	36	59	5	55	40	5	43	48	9
Situation Comedy	17	71	12	20	70	10	43	47	10	37	56	7
Drama	18	78	4	50	54	6	22	70	8	16	67	17
Sports	47	37	16	29	57	14	30	65	5	28	61	11
Variety	34	58	8	22	72	6	29	64	7	30	57	13
Other	17	74	9	14	72	14	18	74	8	15	78	7
Unknown	5	92	3	6	88	6	6	92	2	3	94	3
Other ESAA Series	11	74	15	0	89	11	2	95	3	-	-	-

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by -.

TABLE 6.21: AWARENESS FOR NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR REBOP COVERAGE AREAS

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	73	17	10	74	24	1	76	20	4
ANOTHER WORLD	52	37	11	67	32	1	83	12	5
CAPTAIN KANGAROO	72	12	16	71	21	8	94	4	2
FACE THE NATION	38	34	8	63	30	7	76	13	12
FAMILY FEUD	76	16	8	89	6	5	88	7	5
FLINTSTONES	73	4	23	100	0	0	81	1	18
GONG SHOW	88	9	3	94	4	2	96	4	0
HEE HAW	85	5	10	89	4	7	91	5	4
HOLLYWOOD SQUARES	83	8	9	93	2	5	97	0	3
LUCY	90	5	5	95	3	2	99	1	0
LONE RANGER	81	14	5	94	5	1	98	2	0
MAYBERRY, RFD	53	32	15	52	41	7	84	14	2
THE PRICE IS RIGHT	86	6	8	95	2	3	96	0	4
SHAZAM/ISIS	87	6	7	91	3	6	85	5	10
STAR TREK	85	7	8	92	5	3	92	0	8
TODAY SHOW	38	43	19	53	36	12	76	18	7
TOM AND JERRY/MUMBLY	74	15	11	79	17	4	74	22	4
60 MINUTES	62	36	3	82	15	3	91	7	2
700 CLUB	18	68	14	66	28	6	-	-	-
SUPERFRIENDS	81	7	12	87	6	7	84	10	6
SPORTS - GENERAL	70	13	17	88	5	7	84	7	9
WIDE WORLD OF SPORTS	89	6	5	97	2	1	97	3	0
GENERAL NEWS	81	11	8	83	13	4	85	7	8

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	62	37	1	87	6	7	74	22	4	83	3	14
ANOTHER WORLD	64	33	3	49	47	4	79	21	3	47	38	15
CAPTAIN KANGAROO	62	24	14	66	21	13	90	6	4	69	16	15
FACE THE NATION	42	42	16	65	35	0	59	32	9	80	20	0
FAMILY FEUD	80	13	7	89	24	7	87	8	5	81	11	8
FLINTSTONES	-	-	-	90	4	6	87	2	11	70	1	29
GONG SHOW	79	12	9	84	5	11	95	4	1	82	14	4
HEE HAW	85	1	14	78	9	13	90	5	5	88	7	5
HOLLYWOOD SQUARES	76	6	18	73	15	12	94	2	4	89	5	6
LUCY	93	5	2	90	8	2	96	3	2	95	5	0
LONE RANGER	-	-	-	89	10	1	96	3	1	89	8	3
MAYBERRY, RFD	38	49	13	35	60	5	77	18	5	42	39	19
THE PRICE IS RIGHT	89	4	7	73	13	14	95	1	4	81	8	9
SHAZAM/ISIS	88	4	8	83	9	8	92	4	4	72	8	20
STAR TREK	88	8	4	88	6	6	92	1	7	83	3	13
TODAY SHOW	32	48	20	35	47	18	71	22	7	45	33	22
TOM AND JERRY/MUMBLY	74	21	5	72	24	4	80	16	4	73	10	17
60 MINUTES	79	17	4	76	22	3	83	16	1	67	26	7
700 CLUB	-	-	-	-	-	-	46	44	10	45	47	8
SUPERFRIENDS	88	3	9	75	12	13	85	8	7	78	11	11
SPORTS - GENERAL	74	11	15	70	17	13	85	6	9	79	8	13
WIDE WORLD OF SPORTS	-	-	-	89	9	2	97	2	1	95	4	1
GENERAL NEWS	79	15	6	77	14	9	87	9	4	72	9	19

NOTE: Table entries are within grade/ethnicity percents.
Cells with insufficient data are indicated by -.

children had heard of REBOP, three to four times that many had heard of most of the competitors.

The same general trends evidenced earlier are present here too: minorities and younger children have lower awareness rates. The same competition programs tend to have low awareness rates--TODAY, 700 CLUB, and FACE THE NATION, although REBOP is still a considerable distance behind even these competitors.

Issue 10: Determine the portion of the television viewing audience watching REBOP and the relationship between viewing and the time of day during which the program was broadcast

The results of this analysis are presented in Table 6.22. The findings for each time period will be discussed, followed by a summary of this analysis.

Over 40 percent of the children watched TV on Saturday mornings. However, less than 3 percent of the Saturday morning viewers watched REBOP. The only group with a sizable portion of REBOP viewers was Black first graders.

Overall television viewership was not considerably lower on Sunday morning (30 percent for the target grades, 61 for non-target). However, REBOP's portion of the audience, at least among first graders, jumped markedly. Hispanic first graders were heavy TV consumers at this time (74%) and REBOP drew 20 percent of them. Only a small number of Black and Other first graders were in the sample for this time period. Older children rarely watched REBOP during this time period.

Overall TV viewership was still high on weekend afternoons, particularly among first graders. Approximately 14 percent of the first grade TV viewers saw REBOP. The rate was highest among Hispanic first graders, 29 percent. The only sizable group of target age children to view REBOP were Unknowns; 7 percent of those viewing television were watching REBOP.

TABLE 6.22: PORTION OF AUDIENCE ANALYSIS FOR REDOP BY TIME PERIOD

REDOP TARGET GROUPS: A F 18 / TIME PERIODS:	REDOP ASKED ABOUT (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PERSONAL SELECTION OF TELEVISION VIEWERS WATCHED REDOP (WEIGHTED PERCENTAGES) YES	NO
DAYTIME MONDAY-FRIDAY (10AM-4:30PM)						
BLACK						
UNWGTD N F 18	75	49.91	31.46	18.62	0.54	99.45
UNWGTD %	4%	28.87	13.98	57.93	19.75	80.24
HISPANIC						
UNWGTD N F 18	22	29.53	24.48	25.05	0.11	99.89
UNWGTD %	1%	51.42	25.65	12.91	0.99	99.00
OTHER						
UNWGTD N F 18	1+95	29.80	60.71	11.47	0.00	100.00
UNWGTD %	0%	67.29	33.01	19.69	1.35	98.64
UNKNOWN						
UNWGTD N F 18	91	33.93	93.06	20.97	0.29	99.71
UNWGTD %		100.00	0.00	0.00	0.00	100.00
ALL RACES						
UNWGTD N F 18	3+485	91.82	62.55	15.62	0.29	99.70
UNWGTD %	26%	67.17	31.22	21.60	2.73	97.26
EVENING MONDAY-FRIDAY (4:30PM-11PM)						
BLACK						
UNWGTD N F 18	478	42.37	45.99	21.63	1.25	98.74
UNWGTD %	31	54.54	18.10	27.27	19.86	93.33
HISPANIC						
UNWGTD N F 18	201	29.53	43.48	25.08	0.24	99.85
UNWGTD %	9%	74.32	13.69	12.17	19.71	98.28
OTHER						
UNWGTD N F 18	479	30.41	62.56	7.01	0.29	99.71
UNWGTD %	2	100.00	0.00	0.00	0.00	100.00
UNKNOWN						
UNWGTD N F 18	91	10.10	54.49	27.40	0.00	100.00
UNWGTD %	3%	42.97	42.59	13.42	25.00	75.00
ALL RACES						
UNWGTD N F 18	1+853	30.21	51.00	18.78	0.67	99.32
UNWGTD %	9%	51.10	29.03	13.98	20.00	80.00

TABLE 6.22: (continued)

TABLE 6.22: (continued)

[illegible]	ASKED ABOUT GROUP (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED GROUP (WEIGHTED PERCENTAGES) YES	NO
[illegible]						
BLACK						
GRADES 4 7 10	102	49.26	46.29	4.43	66.69	33.90
GRADES 1	14	45.26	42.56	12.18	26.86	73.13
HISPANIC						
GRADES 4 7 10	403	42.87	51.32	5.79	7.01	92.98
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
OTHER						
GRADES 4 7 10	676	47.33	44.35	8.30	10.15	89.84
GRADES 1	57	21.31	5.19	73.49	9.81	90.18
[illegible]						
GRADES 4 7 10	139	31.21	31.13	37.64	2.65	97.34
GRADES 1	0	0.00	0.00	100.00	0.00	0.00
ALL RACES						
GRADES 4 7 10	1,480	44.83	42.79	12.37	11.41	88.58
GRADES 1	79	21.83	8.38	69.88	13.15	86.84
ALL OTHER TIMES						
BLACK						
GRADES 4 7 10	98	37.24	58.09	4.67	92.49	7.50
GRADES 1	14	24.81	20.22	4.75	37.50	62.50
HISPANIC						
GRADES 4 7 10	248	18.00	73.03	8.96	23.85	76.14
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
OTHER						
GRADES 4 7 10	599	18.54	78.60	6.84	34.38	65.63
GRADES 1	23	52.57	44.57	2.84	16.23	83.76
[illegible]						
GRADES 4 7 10	156	11.11	74.12	14.74	9.84	90.15
GRADES 1	6	66.66	33.33	0.00	0.00	100.00
ALL RACES						
GRADES 4 7 10	1,091	19.39	78.64	7.96	37.83	62.16
GRADES 1	43	55.44	41.26	3.28	17.79	82.20

TABLE 6.22 : (continued)

REBUP TARGET GRADES 4 7 10 / TIME PERIODS	ASKED ABOUT REBUP (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED REBUP (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 4 7 10	1,122	53.62	32.49	13.88	4.86	95.13
GRADES 1	90	72.57	21.04	6.38	19.62	80.37
HISPANIC						
GRADES 4 7 10	1,319	48.53	36.04	15.42	2.26	97.73
GRADES 1	125	66.29	16.36	17.34	21.87	78.12
OTHER						
GRADES 4 7 10	2,949	41.70	50.79	7.50	4.86	95.13
GRADES 1	255	34.49	18.46	47.03	6.40	93.59
UNKNOWN						
GRADES 4 7 10	737	36.05	44.22	19.71	3.66	96.33
GRADES 1	58	33.62	22.04	44.33	8.75	91.24
ALL RACES						
GRADES 4 7 10	6,127	43.50	45.78	10.70	4.53	95.46
GRADES 1	528	42.72	19.00	38.27	11.95	88.04

There are no data from the before school time period, but the after school period data indicate many older children were watching TV (45%), while considerably fewer first graders were (22%). REBOP drew a large share of the Black viewers: 66 percent of the target age viewers and 27 percent of the first graders. Overall, the series drew 11 percent of the older viewers during this time slot.

The other times, 8:30 to 3:30 weekdays, had relatively few children viewing television. However, REBOP drew very well then: 38 percent of the older children, and 18 percent of the first graders. REBOP drew 92 percent of the Black older children. It is not known whether this figure reflects a captive audience for an in-school showing, but with such high figures it is a reasonable assumption.

Summary for Issue 10. Overall, REBOP did better outside the target audience (12%) than within it (5%). It drew best among minority first graders, a group which watched the most TV (about 70%) and the most REBOP (about 20%). These figures do not indicate why this is happening, but they do show that the series is not being watched by those for whom it was primarily intended.

The best times for REBOP for first grade viewers were: Sunday mornings, weekend afternoons, and weekdays during and after school. It drew older children only during and after school.

Summary of REBOP findings

REBOP was viewed little and not well known among the members of its target grades (4, 7, 10). First graders reported a higher rate of viewership than the older children. The typical viewer who watched last week during the week prior to the survey was a non-minority child from the seventh grade as was the typical child who had ever watched the series. First grade TV viewers watched REBOP most often on Sunday mornings, weekend afternoons, and weekdays before and after school. REBOP drew the largest portion of the older, target age television viewers during and after school.

There were no differences in extent of viewership between UHF and VHF stations nor were there differences in REBOP viewing as a function of frequency of television viewing or family viewing habits. Preference for REBOP was low in comparison to its competitors. More than twice as many children had heard of the non-ESAA TV programs than had heard of REBOP.

VEGETABLE SOUP

VEGETABLE SOUP is a program targeted for 6 to 10 year olds of all races and ethnic groups. The target groups included in this sample are grades 1 and 4. The series, intended to bridge the gap between different racial and ethnic groups, uses a variety of formats including cartoons, puppets, and film serials. VEGETABLE SOUP had completed a run on NBC prior to this survey; it was the only ESAA-TV series in the survey which had ever been available on a commercial network feed.

Issue 1: Develop estimates of the proportion of viewers for VEGETABLE SOUP

The findings for each of the four viewership variables are presented in Table 6.23. Individual viewership rates were computed for each ethnic group within each grade. The findings for each viewership measure will be discussed in turn.

The watched-last-week data indicate that no seventh or tenth graders watched the show, and that very few first or fourth graders had seen the show the preceding week (3% and 2%, respectively). There was very little variance among ethnicities for this variable, unlike the data from some of the other series which were targeted for a specific ethnic group.

The ever-watched rates for VEGETABLE SOUP are considerably higher than the watched-last-week rates. Six percent of the tenth graders and 16 percent of the seventh graders reported they had seen VEGETABLE SOUP at some time, while 24 percent of the fourth graders and 34 percent of the first graders reported having done so. The ethnicity data show little variance among the first graders. Among the older children, however, fewer Hispanics and Others reported ever watching VEGETABLE SOUP. Viewership was particularly low among the older Hispanics.

The heard-of rates are slightly higher than the ever-watched rates. The rates are higher among the target ages, but even 29 percent of the seventh graders and 15 percent of the tenth graders reported they had heard of VEGETABLE SOUP. The rates were again lowest

TABLE 6.23: VIEWERSHIP OF VEGETABLE SOUP BY GRADE AND ETHNICITY/RACE

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK									
Ethnicity/Race									
Black	5	75	20	3	71	26	0	86	14	1	93	6
Hispanic	5	71	24	1	72	27	0	89	11	0	97	3
Other	3	58	39	1	83	16	0	93	7	0	92	8
Unknown	0	31	69	7	71	22	0	78	22	0	89	11
Total	3	59	38	2	78	20	0	90	10	0	92	8
EVER WATCHED									
Ethnicity/Race									
Black	22	33	45	16	61	22	24	66	10	13	84	3
Hispanic	35	48	17	6	71	23	3	88	9	4	95	1
Other	38	37	25	29	64	7	17	79	4	5	88	7
Unknown	35	21	44	31	48	21	13	70	17	12	78	10
Total	34	35	31	24	63	13	16	77	7	6	87	7
HEARD OF									
Ethnicity/Race									
Black	27	33	40	31	47	22	37	53	10	26	71	3
Hispanic	41	44	15	18	60	22	17	74	9	4	95	1
Other	40	40	20	45	48	7	29	67	4	14	79	7
Unknown	40	28	32	46	33	21	32	51	17	24	66	10
Total	38	37	25	39	48	13	29	64	7	15	78	7
PREFERRED									
Ethnicity/Race									
Black	9	73	18	7	73	20	3	90	7	2	95	3
Hispanic	14	69	17	5	73	22	0	91	9	6	93	1
Other	8	54	38	10	85	5	3	94	3	2	92	6
Unknown	5	35	60	6	79	15	7	84	9	0	96	4
Total	9	56	35	8	81	11	3	92	5	3	92	5

NOTE: Table entries are within cell percents.

▭ = Target Audience

among Hispanics, which may be one explanation for their low viewership. If very few Hispanics ever hear of the show, then ever fewer are likely to view it.

The preference data for VEGETABLE SOUP indicate that more children preferred the show than actually watched it, but the overall rates remain low (9% and 8% for the target ages, and 3% for the older children.

Issue 2: Determine the characteristics of viewers for VEGETABLE SOUP

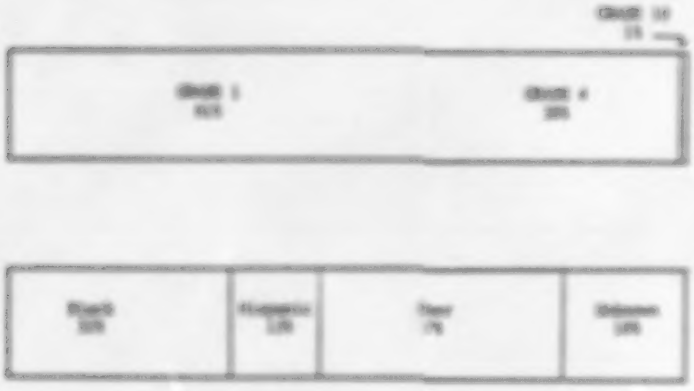
This issue examines the demographic characteristics of (1) those children who reported they watched-last-week and (2) those children who reported ever watching VEGETABLE SOUP. The data for the watched-last-week variable are presented separately for grade and for ethnicity, since there were so few viewers. The ever-watched data are crossed by grade and race. Both sets of findings are presented in Figure 6.7.

As is evident, most of the viewers during the preceding week were first graders (61%), and all but one percent of the remainder were fourth graders (38%). The ethnic breakdown revealed that 13 percent of those who watched last week were Hispanic. Thirty-two percent were Black, 37 percent were Other, and 18 percent were Unknown.

The breakdown of the ever-watched data is more informative. The largest block of viewers were first grade Others (27%), followed by fourth grade Others (19%), and seventh grade Others (14%). The remaining 40 percent were divided among the other ethnicities and grade 10. This analysis points out that minorities made up only a small fraction of those who had ever seen VEGETABLE SOUP; however, the relative proportions of the minorities did exceed their proportions in the population.

VEGETABLE SOUP viewers were also classified as target/non-target for the same two viewership variables. Almost every viewer who watched the previous week was in the target audience (99%)

WATCHED LAST WEEK

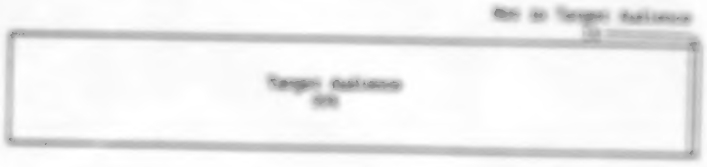


EVER WATCHED

FIGURE 6.7: CHARACTERISTICS OF VEGETABLE SOUP VIEWERS

and most (71%) respondents who had ever watched VEGETABLE SOUP were also in the target audience. These data are presented in Figure 6.8.

WATCHED LAST WEEK



EVER WATCHED

FIGURE 6.8: \EGETABLE SOUP VIEWERS BY TARGET AUDIENCE MEMBERSHIP

Issue 3: Determine the geographic location of VEGETABLE SOUP viewers

VEGETABLE SOUP was broadcast in all eight geographic regions (see Table 6.24). For the watched-last-week variable, the data were remarkably consistent across all regions: viewership ranged from 0 to 2 percent.

The ever-watched data had more variance: the viewership rates ranged from 11 percent in Region 7 (Northwest) to 28 percent in Region 1 (New England). It is difficult to discern what factor(s) may be responsible for this variation.

TABLE 6.24: VEGETABLE SOUP VIEWERSHIP BY REGION

	Region							
	1	2	3	4	5	6	7	8
WATCHED LAST WEEK								
Yes	3	3	1	0	2	1	1	0
No	64	64	60	61	64	74	54	64
Knowable Data	34	14	7	9	13	33	45	14
EVER WATCHED								
Yes	39	39	33	33	33	39	33	33
No	50	64	39	74	77	67	67	77
Knowable Data	11	33	42	0	33	33	33	0

NOTE: Table entries are within column percents.

Issue 6: Determine if VEGETABLE SOUP viewership varies by UHF/VHF carriage

The data for this issue are presented for each grade and each ethnicity, for each of the four viewership variables, in Table 6.25.

Examination of the grade data indicates that there is very little VHF/UHF difference. Viewership is too low to detect any difference on the watched-last-week variable. One slight difference occurred among the seventh graders for the ever-watched and heard-of questions; rates were higher for UHF only and for both types of stations available than for VHF only. With that one possible exception, there appears to be no difference in the viewership of VEGETABLE SOUP due to the type of carriage - UHF or VHF.

The ethnicity data confirm the same overall conclusion. Only one or two cells reveal any noticeable difference, in this case Others for the ever-watched and heard-of data. The rates for this group were higher for UHF. There is not a great deal of evidence in either set of findings to indicate any difference due to UHF or VHF carriage.

TABLE 4.25: VEGETABLE SOUP STORABILITY ON WHITE/GREY STAINLESS BY GRADE AND FORMULATION/BASIS

Issue 5: Determine if VEGETABLE SOUP viewership varies by public/commercial carriage

The data for this issue are presented in Table 6.26. As is evident in that table, there is a general pattern of higher rates (for both grade and ethnicity breakdowns) on the public stations. However, these differences are all very slight, and there are occasional reversals. Therefore, there is no evidence to indicate a difference in viewership due to public or commercial carriage. Although VEGETABLE SOUP had been carried on NBC, the network run predated the survey by several months and it is impossible to assess the impact on the findings.

Issue 6: Determine if VEGETABLE SOUP viewership varies by the frequency of a child's TV viewership

The distribution of the frequency of TV viewing scores for viewers and non-viewers of VEGETABLE SOUP is presented in Table 6.27. There were generally no differences between viewers and non-viewers. Level A Hispanic non-viewers clustered around "moderate" viewing more frequently than viewers. The viewers clustered around "frequent" more often than the non-viewers. This same pattern was true for the older children. Other non-viewers grouped around "low" more often than Other viewers. This same pattern holds true for tenth graders.

In general these tables show that minorities watch TV more than Others, and that frequency of viewing decreases with age after the first grade. VEGETABLE SOUP viewership is generally not affected by the frequency of viewing.

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, VEGETABLE SOUP viewership

The frequency distribution for viewers and non-viewers of VEGETABLE SOUP (ever-watched) for the six relevant questions are presented in Appendix G, Table G. 6. Few differences between viewers and non-viewers were found. Black first grade viewers watched alone more often than non-viewers at night. On Saturday

TABLE 6.26: VIEWERSHIP OF VEGETABLE SOUP ON PUBLIC AND COMMERCIAL TELEVISION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	3	56	41	2	78	20	0	90	10	0	92	8
Commercial	3	72	25	1	67	32	0	84	16	0	94	6
EVER WATCHED												
Public	NO DATA			25	62	13	16	78	6	7	86	7
Commercial	FOR			19	79	2	9	91	0	—	—	—
Both	GRADE 1			18	66	16	15	75	10	3	94	3
HEARD OF												
Public	NO DATA			40	46	13	29	65	6	15	78	7
Commercial	FOR			33	65	2	20	80	0	—	—	—
Both	GRADE 1			33	51	16	32	58	10	17	80	3
PREFER												
Public	9	52	39	9	80	11	3	92	5	2	93	5
Commercial	7	77	16	2	90	8	2	96	2	3	95	2

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	3	80	17	2	81	17	1	83	16	2	62	36
Commercial	1	75	24	2	77	21	1	86	13	3	61	36
EVER WATCHED												
Public	21	63	16	3	81	16	16	78	6	21	64	15
Commercial	13	86	1	—	—	—	18	79	3	—	—	—
Both	15	72	13	9	86	5	10	86	4	16	51	33
HEARD OF												
Public	30	54	16	13	71	16	28	66	6	38	47	15
Commercial	23	76	1	—	—	—	39	58	3	—	—	—
Both	36	51	13	21	74	5	24	72	4	20	47	33
PREFER												
Public	6	80	14	6	80	14	5	83	12	5	68	27
Commercial	3	88	9	5	84	11	3	92	5	3	91	6

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by ___.

TABLE 6.27: FREQUENCY OF TV VIEWING BY VEGETABLE SOUP VIEWERSHIP

LEVEL A

GRADE 1		Frequency of Viewing: High 1	2	3	Low 4
Black	- Viewer	0	28	61	11
	Non-viewer	0	29	49	22
Hispanic	- Viewer	0	46++	50	4
	Non-viewer	0	23	70++	7
Other	- Viewer	0	19	60	21
	Non-viewer	0	10	68	22

LEVEL B

GRADE 4		Frequency of Viewing: High 1	2	3	Low 4
Black	- Viewer	2	45	53	0
	Non-viewer	2	46	48	4
Hispanic	- Viewer	Insufficient Viewers			
	Non-viewer				
Other	- Viewer	0	26	72	2
	Non-viewer	0	32	61	7

GRADE 7		Frequency of Viewing: High 1	2	3	Low 4
	- Viewer	0	61	39	0
	Non-viewer	1	50	48	1
	- Viewer Non-viewer	Insufficient Viewers			
	- Viewer	0	21	72	7
	Non-viewer	0	13	67	20

GRADE 10		Frequency of Viewing: High 1	2	3	Low 4
Black	- Viewer Non-viewer	Insufficient Viewers			
Hispanic	- Viewer Non-viewer	Insufficient Viewers			
Other	- Viewer	0	18	43	39
	Non-viewer	0	6	46	48

TOTALS

GRADES 4,7,10		Frequency of Viewing: High 1	2	3	Low 4
Black	- Viewer	1	53	46	0
	Non-viewer	1	43	51	5
Hispanic	- Viewer	0	63+++	30	7
	Non-viewer	0	32	52++	16
Other	- Viewer	0	23	68	9
	Non-viewer	0	14	57	29++

ALL ETHNICITIES		Frequency of Viewing: High 1	2	3	Low 4
Grade 4	- Viewer	0	36	63	1
	Non-viewer	0	38	56	6
Grade 7	- Viewer	0	31	62	7
	Non-viewer	0	19	65	16
Grade 10	- Viewer	0	21	53	26
	Non-viewer	0	8	47	44+

NOTE: Table entries are row percents.

mornings, Black fourth grade and Other seventh grade viewers watched with their sibiings more than non-viewers. Non-viewing Level B Hispanics were told to watch certain programs more than viewers.

Overall family viewing habits seem to have little impact upon the viewership of VEGETABLE SOUP. There does not appear to be any systematic relationship in these data. The more interesting findings are collapsed across viewership; children of all ages tend to watch, either at night or on Saturday morning, with their siblings. Most children (about 65%) pick their own programs most of the time. Only half the children reported that they were told to watch certain programs. These data indicate that there is not a great deal of parental guidance/influence regarding a child's television habits.

Issue 8: Determine the relative degree to which the potential audience prefers VEGETABLE SOUP to other types of programs

The preference data for VEGETABLE SOUP and its type of competition are presented in Table 6.28. Unlike the preference data reported in Table 6.23, these figures are computed on a per occurrence basis, not on a cumulative basis. In the latter case a child only needed to prefer VEGETABLE SOUP once to be counted as a yes, no matter how many other "no" preferences the child indicated.

Both the grade and ethnicity data indicate the preference for VEGETABLE SOUP is very low, compared to virtually any other type of program. First, seventh, and tenth graders prefer Situation Comedies, while fourth graders prefer Sports. News, Other, and Unknown shows consistently ranked low, followed by Game Shows.

The ethnicity data were quite similar. Sports and/or Situation Comedies were generally preferred, and the Other, Unknown, and News shows had generally low preference rates. VEGETABLE SOUP preferences were consistently low across all ethnic groups.

These figures indicate that VEGETABLE SOUP has quite a disadvantage to overcome, since almost any competition is likely to have a higher preference rate. Since the target grades had low preferences for News and Game Shows, scheduling VEGETABLE SOUP across from this type of competition may increase its viewership.

TABLE 6.28: PREFERENCE FOR VEGETABLE SOUP AND TYPES OF COMPETITION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
VEGETABLE SOUP	9	56	35	6	80	14	2	91	7	1	92	7
Types of Competition:												
News	9	74	17	11	72	17	6	87	7	13	77	10
Cartoon	40	51	9	20	70	10	22	75	3	22	76	2
Game Shows	3	49	48	22	69	9	31	66	3	15	75	10
Situation Comedy	74	10	16	36	55	8	50	46	4	52	43	5
Drama	27	30	43	14	67	19	19	72	9	25	66	9
Sports	38	45	17	41	51	8	44	51	5	47	46	7
Variety	22	43	35	16	70	14	17	76	7	23	71	6
Other	14	46	40	11	79	10	5	91	4	6	91	3
Unknown	2	35	63	5	76	19	6	82	12	2	86	12
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
VEGETABLE SOUP	3	79	18	4	81	15	4	86	10	4	75	21
Types of Competition:												
News	11	68	21	16	68	16	10	81	9	5	78	17
Cartoon	26	65	9	28	68	4	27	70	3	16	78	6
Game Shows	10	82	8	20	64	16	20	68	12	17	53	30
Situation Comedy	18	73	9	19	77	4	55	39	6	40	53	7
Drama	25	59	16	26	54	20	19	66	15	10	48	42
Sports	32	48	20	47	49	4	44	49	7	47	43	10
Variety	21	63	16	19	68	13	18	72	10	19	61	20
Other	7	85	8	9	81	10	9	83	8	6	78	16
Unknown	4	59	37	13	65	22	4	81	15	2	75	23
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by -.

Issue 9: Determine if the potential audience is aware of VEGETABLE SOUP and its competitors

The awareness data for VEGETABLE SOUP were presented earlier, in Table 6.23, under the heard-of variable. The awareness data for non-ESAA TV programs are presented in Table 6.29.

The tables indicate that awareness of the competitors is generally very high, over 80 percent. In contrast, the awareness rates of VEGETABLE SOUP rarely exceeded 40 percent. Thus there are many children who know about the competition of VEGETABLE SOUP, yet know nothing about VEGETABLE SOUP.

Regarding the non-ESAA-TV shows, these data do reveal some trends. Awareness tends to increase with age, and is generally lower among minorities. Shows like TODAY and FACE THE NATION fare poorly, except among tenth graders. Generally all the other programs had exceptionally high awareness rates.

This analysis again points out a potential cause for the low viewership - many of the children have never heard of the series. Of course, that alone may not explain the problem of lower viewership but low awareness could be a contributing factor.

Issue 10: Determine the portion of the television viewing audience watching VEGETABLE SOUP and the relationship between viewing and the time of day during which the program was broadcast

The findings for this issue are presented in Table 6.30. Separate discussions will address each time period, followed by a summary for all the time periods. Since there was virtually no watched-last-week viewership outside the target grades, the discussion will be limited to Grades 1 and 4.

On Saturday morning, only Hispanics reported viewing VEGETABLE SOUP. This group has the highest overall television viewing rate, 75 percent, and of those who watched, 6 percent saw VEGETABLE SOUP. The other ethnic groups also watched a great deal of television, roughly 65 percent across all races. VEGETABLE SOUP did not draw any children from these groups, however.

TABLE 6.29: AWARENESS FOR NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR VEGETABLE SOUP COVERAGE AREA

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	74	4	22	91	7	2	78	8	14
ANOTHER WORLD	60	20	20	58	40	2	78	8	14
CAPTAIN KANGAROO	72	12	16	72	21	7	94	4	2
FACE THE NATION	31	49	13	58	28	14	78	10	20
FAMILY FEUD	64	8	8	94	2	4	87	6	7
FLINTSTONES	72	4	24	100	0	0	80	0	20
GONG SHOW	90	6	1	97	3	0	94	6	0
HEE HAW	64	12	23	75	11	14	79	10	11
HOLLYWOOD SQUARES	83	7	10	92	2	6	91	4	5
LUCY	91	2	7	97	3	1	99	1	0
LONE RANGER	82	12	5	94	5	1	98	2	0
MAYBERRY, RFD	54	32	14	53	40	7	84	14	2
THE PRICE IS RIGHT	83	6	11	92	1	7	94	0	6
SHAZAM/ISIS	81	7	12	87	6	9	86	6	8
STAR TREK	83	6	9	87	4	9	87	1	12
TODAY SHOW	37	44	19	84	34	12	71	18	7
TOM AND JERRY/HOMBLY	72	12	16	81	14	5	78	17	5
60 MINUTES	69	26	5	78	16	6	94	2	2
700 CLUB	-	-	-	-	-	-	-	-	-
SUPERFRIENDS	73	9	18	82	6	12	81	10	9
SPORTS - GENERAL	70	12	18	89	4	6	82	8	10
WIDE WORLD OF SPORTS	89	6	5	97	2	1	97	3	0
GENERAL NEWS	77	9	14	89	14	6	88	6	6

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	-	-	-	-	-	-	83	6	11	75	8	58
ANOTHER WORLD	-	-	-	58	36	6	87	24	9	36	25	39
CAPTAIN KANGAROO	62	24	14	66	24	10	91	5	4	68	24	18
FACE THE NATION	42	41	17	67	33	0	54	29	18	71	13	16
FAMILY FEUD	62	28	10	60	36	4	90	4	6	87	5	10
FLINTSTONES	-	-	-	-	-	-	86	2	12	79	9	50
GONG SHOW	-	-	-	98	2	0	97	3	0	90	10	2
HEE HAW	50	5	36	72	18	10	79	11	10	69	27	14
HOLLYWOOD SQUARES	52	11	37	61	22	17	95	1	4	95	5	12
LUCY	-	-	-	91	8	1	96	1	3	99	1	0
LONE RANGER	-	-	-	99	10	1	96	3	1	89	8	3
MAYBERRY, RFD	58	44	13	35	60	5	77	18	5	64	36	18
THE PRICE IS RIGHT	54	9	37	58	29	26	95	1	4	82	6	14
SHAZAM/ISIS	62	5	13	80	10	10	88	5	7	77	8	15
STAR TREK	81	11	8	88	9	3	89	1	11	86	2	12
TODAY SHOW	32	48	20	32	58	10	71	22	7	42	55	23
TOM AND JERRY/HOMBLY	71	16	13	75	21	4	90	14	6	70	8	22
60 MINUTES	-	-	-	-	-	-	60	36	5	75	24	9
700 CLUB	-	-	-	-	-	-	-	-	-	-	-	-
SUPERFRIENDS	81	4	15	73	12	15	81	9	10	73	9	18
SPORTS - GENERAL	71	12	17	69	17	14	85	6	9	78	7	14
WIDE WORLD OF SPORTS	-	-	-	89	9	2	97	2	1	95	4	5
GENERAL NEWS	64	24	12	72	17	11	88	4	7	73	11	14

NOTE: Table entries are within grade/ethnicity percents.
Cells with insufficient data are indicated by -.

TABLE 6.30: PORTION OF AUDIENCE ANALYSIS FOR VEGETABLE SOUP BY TIME PERIOD

VEGETABLE SOUP TARGET SHARES	I	%	HEARD ABOUT VEGETABLE SOUP (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES)			PROBABLE SELECTION OF TELEVISION VIEWERS WATCHED VEGETABLE SOUP (WEIGHTED PERCENTAGES)	
TIME PERIODS				USA	UK	UNUSABLE DATA	USA	UK
MONDAY AFTER SCHOOL (3:00PM ON)								
BLACK								
SHARES	I	%	27	19.12	44.11	46.53	0.00	100.00
SHARES	T	10	56	33.04	58.07	08.48	0.00	100.00
HISPANIC								
SHARES	I	%	110	8.99	57.02	33.77	0.00	100.00
SHARES	T	10	102	82.99	59.58	7.41	0.00	100.00
OTHER								
SHARES	I	%	74	41.02	44.58	14.27	0.00	100.00
SHARES	T	10	143	89.23	58.37	2.39	0.01	100.00
UNKNOWN								
SHARES	I	%	17	0.0.19	38.12	9.77	0.00	100.00
SHARES	T	10	48	49.74	46.45	3.79	0.00	100.00
ALL RACES								
SHARES	I	%	238	34.14	48.38	19.47	0.00	100.00
SHARES	T	10	341	89.83	58.33	4.82	0.00	100.00
ALL VIEW TIMES								
BLACK								
SHARES	I	%	147	28.88	44.42	26.78	25.15	75.84
SHARES	T	10	183	6.53	63.47	9.99	7.43	92.56
HISPANIC								
SHARES	I	%	78	38.97	42.04	23.48	15.46	84.53
SHARES	T	10	82	19.41	75.84	8.73	0.00	100.00
OTHER								
SHARES	I	%	232	13.02	57.41	27.36	0.00	93.64
SHARES	T	10	424	9.89	79.12	10.97	0.00	100.00
UNKNOWN								
SHARES	I	%	54	12.31	43.48	44.19	22.84	77.01
SHARES	T	10	94	7.96	87.03	25.09	0.00	100.00
ALL RACES								
SHARES	I	%	931	19.78	51.41	29.78	14.17	85.82
SHARES	T	10	933	9.67	78.84	11.48	0.02	99.97

TABLE 6.30: (continued)

VEGETABLE SOUP (WHAT GRADES 1 - 6 / 7 - 10)	ASKED ABOUT VEGETABLE SOUP (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED VEGETABLE SOUP (WEIGHTED PERCENTAGES) YES	NO
TIME PERIOD:						
SATURDAY MORNING (6AM-NOON)						
BLACK						
GRADES 1 - 6	10	48.73	40.49	10.78	0.00	100.00
GRADES 7 - 10	7	57.46	42.53	0.00	0.00	100.00
HISPANIC						
GRADES 1 - 6	63	74.61	15.02	10.36	6.41	93.58
GRADES 7 - 10	66	49.06	47.02	7.90	0.00	100.00
OTHER						
GRADES 1 - 6	56	64.29	28.41	7.28	0.00	100.00
GRADES 7 - 10	73	59.23	50.41	8.35	0.00	100.00
UNKNOWN						
GRADES 1 - 6	9	65.57	34.42	0.00	0.00	100.00
GRADES 7 - 10	10	64.43	23.93	11.62	0.00	100.00
ALL RACES						
GRADES 1 - 6	148	64.70	26.85	8.44	2.20	97.79
GRADES 7 - 10	136	48.79	51.08	0.11	0.00	100.00
SUNDAY MORNING (6AM-NOON)						
BLACK						
GRADES 1 - 6	235	41.05	26.72	32.21	2.70	97.29
GRADES 7 - 10	162	27.19	56.54	16.25	0.00	100.00
HISPANIC						
GRADES 1 - 6	191	27.81	64.22	27.98	7.45	92.54
GRADES 7 - 10	69	16.05	74.04	9.89	0.00	100.00
OTHER						
GRADES 1 - 6	158	30.14	43.69	25.96	13.80	86.19
GRADES 7 - 10	270	10.10	80.71	9.18	0.00	100.00
UNKNOWN						
GRADES 1 - 6	49	39.33	34.04	26.61	12.79	87.20
GRADES 7 - 10	49	26.91	55.34	17.73	0.00	100.00
ALL RACES						
GRADES 1 - 6	683	34.30	37.52	28.16	8.99	91.00
GRADES 7 - 10	499	15.17	73.58	11.23	0.00	100.00

TABLE 6.30: (continued)

VEGETABLE SOUP TARGET GRADES 1 4 TIME PERIODS:	ASKED ABOUT VEGETABLE SOUP (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED VEGETABLE SOUP (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 1 4	405	43.22	33.98	22.78	9.61	90.38
GRADES 7 10	307	39.17	49.40	11.41	0.66	99.33
HISPANIC						
GRADES 1 4	486	28.97	46.00	25.01	11.33	88.66
GRADES 7 10	288	28.62	63.78	7.58	0.00	100.00
OTHER						
GRADES 1 4	712	26.47	45.51	28.00	6.54	93.45
GRADES 7 10	850	22.90	69.41	7.67	0.00	100.00
UNKNOWN						
GRADES 1 4	173	24.90	27.02	48.07	13.50	86.49
GRADES 7 10	166	33.62	49.05	17.32	0.00	100.00
ALL RACES						
GRADES 1 4	1,776	29.73	40.82	29.44	8.70	91.29
GRADES 7 10	1,611	26.23	64.77	8.99	0.12	99.87

6.86

VEGETABLE SOUP fared better on Sunday morning with regard to its share of the audience. Only about half as many children were watching TV, 34 percent. However, 9 percent of these saw VEGETABLE SOUP. The rates were highest among Others and Unknowns, 14 percent and 13 percent, respectively. Only 3 percent of the Blacks who watched TV on Sunday morning saw VEGETABLE SOUP.

The figures for the weekend afternoons indicate that overall TV viewership was high, 42 percent. However, only 4 percent of the viewers watched VEGETABLE SOUP. Unlike Sunday morning, the rates were highest among Hispanics and Blacks, 6 percent each. Among the remaining viewers, about 2 percent saw VEGETABLE SOUP during this period.

The weekday-before-school data reveal that television viewership in general was very low, 6 percent. These data may be unreliable since they are based on a very small sample. Twenty-five percent of the television viewers in this time period reported watching VEGETABLE SOUP.

In the after school time slot, TV viewership rose to 34 percent, but no one watched VEGETABLE SOUP. It appears as though the competition during this period is too great for VEGETABLE SOUP to draw any viewers.

The remaining times (8:30 a.m. to 3:30 p.m. weekdays) drew a handful of television viewers, 19 percent, of whom 14 percent saw VEGETABLE SOUP. The ethnic figures reveal the portion of the television audience who viewed VEGETABLE SOUP ranged from 24 percent of the Blacks to 6 percent of Others.

Summary for Issue 10. The summary table indicates that 30 percent of the target grade students watched TV during the time periods VEGETABLE SOUP was broadcast. About 9 percent of these viewed VEGETABLE SOUP. The within ethnicity portions reveal that the highest rate of VEGETABLE SOUP viewership is for Unknowns, 14 percent, and the lowest is for Others, 7 percent. However, these figures are

simply summations; they mask the fact that the time periods show a great deal of variation, with VEGETABLE SOUP not competing well on Saturday morning or after 3:30 p.m. on weekdays, even among the target grades. VEGETABLE SOUP drew the largest portion of the TV viewers in its target grades on Sunday morning and weekdays during school.

Summary of VEGETABLE SOUP findings

Viewership rates for VEGETABLE SOUP findings were highest among the target audience, first and fourth graders. Nearly one-third of the target children had watched the series at some time in the past although only a small percentage (2-3) watched during the week preceding the survey. The typical VEGETABLE SOUP viewer who watched last week was a non-minority first grader as was the typical child who had ever watched. VEGETABLE SOUP drew a larger portion of the television viewing audience on Sunday morning than in any other time period.

Other findings were that there were no differences between viewership on a VHF or UHF station or on a public or commercial one. There were also few differences in the frequency of TV viewing or family viewing habits among viewers and non-viewers of VEGETABLE SOUP. The competition was preferred over the series and considerably better known.

VILLA ALEGRE

VILLA ALEGRE is a bilingual series targeted at Hispanic children between the ages of three and nine. The series features animation, music, and drama and includes dialogue in both English and Spanish. VILLA ALEGRE first received ESAA funding in 1973, and more than 195 episodes of the series have been funded. The producers of VILLA ALEGRE were able to secure promotional support for the series independent of Federal support. At the time the viewership data for this study were gathered, VILLA ALEGRE was available on the PBS feed. The results for each of the issues are presented below.

Issue 1: Develop estimates of the proportion of viewers for VILLA ALEGRE

The estimated proportion of viewers for VILLA ALEGRE is shown in Table 6.31 for each of the four viewership variables. Discussions of these findings are presented for the four measures of viewership. Audiences are described in terms of age and ethnicity/race.

During the week preceding data collection, 4 percent or fewer of the total number of children at each grade level reported viewing VILLA ALEGRE. The proportion of viewers was slightly larger for children in the target age range (first and fourth grades) than for children in the seventh and tenth grades. Hispanic children in grades one and four surpassed the viewing of children in all other ethnic groups and grades: 9 percent of the Hispanic first graders and 12 percent of the Hispanic fourth graders reported viewing VILLA ALEGRE during the week prior to data collection. Although overall viewership was low during the survey period, viewership was highest for the target audience.

The proportion of children who reported that they had ever watched VILLA ALEGRE was substantially larger than the proportion of children who were last week's viewers. Again, more ever-watched viewers were found in the first and fourth grades, the target ages, than in grades seven and ten. Almost half of the Hispanic first and

TABLE 6.31: VIEWERSHIP OF VILLA ALEGRE BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Ethnicity/Race												
Black	2	77	21	6	80	14	2	88	10	0	95	5
Hispanic	9	71	20	12	64	24	2	84	14	4	94	2
Other	1	63	36	3	86	11	3	92	5	1	93	6
Unknown	5	49	46	2	76	22	1	86	13	0	73	27
Total	3	64	33	4	82	14	3	90	7	1	91	8
EVER WATCHED												
Ethnicity/Race												
Black	29	49	22	21	70	9	17	76	7	13	84	3
Hispanic	45	37	18	41	43	16	33	56	11	30	68	2
Other	23	40	37	20	75	5	16	81	3	16	81	4
Unknown	20	24	56	25	62	13	14	76	10	9	65	26
Total	26	39	35	23	69	8	17	78	5	15	78	7
HEARD OF												
Ethnicity/Race												
Black	25	56	19	29	62	9	23	70	7	20	77	3
Hispanic	47	37	16	54	29	17	47	42	11	41	57	2
Other	26	50	24	29	66	5	25	72	3	22	74	4
Unknown	18	39	43	33	54	13	27	63	10	17	58	25
Total	27	49	24	32	60	8	27	68	5	22	71	7
PREFERRED												
Ethnicity/Race												
Black	10	71	19	9	85	6	3	92	5	5	93	2
Hispanic	15	67	18	18	66	16	6	83	11	17	82	1
Other	7	58	35	7	89	4	4	94	2	5	92	3
Unknown	2	53	45	3	88	9	3	92	5	1	98	1
Total	8	60	32	8	86	6	4	93	3	5	92	3

NOTE: Table entries are within cell percents

□ = Target Audience

6.90

fourth graders reported that they had ever seen VILLA ALEGRE. Approximately one-third of the Hispanic children in grades seven and ten reported having ever watched VILLA ALEGRE. The proportion of Black and Other children in grades one and four who had ever viewed the series ranged between 20 and 29 percent. Within every ethnic group, the proportion of ever-watched viewers decreased as the age increased. Thus, it appears that although few children had viewed VILLA ALEGRE during the survey period, substantially more children had viewed the program at some other time. The series had been viewed at least once prior to the survey period by proportionately more Hispanics than any other ethnic group. The proportion of Hispanic children at the higher grade levels who reported having ever watched VILLA ALEGRE surpassed the proportion of non-Hispanic viewers in the target age range.

As could be expected, the proportion of children who indicated that they had ever heard of VILLA ALEGRE surpassed the proportion of viewers. Overall, between one-fourth and one-third of all the children who had access to VILLA ALEGRE during the survey period reported having heard of the series. The highest proportion of awareness was found among the Hispanic first and fourth grades where half of the children were aware of VILLA ALEGRE. Close to half of the seventh grade Hispanics and 41 percent of the tenth grade Hispanics had heard of VILLA ALEGRE. Thus, it appears that VILLA ALEGRE is known to nearly half of the school-age Hispanics who resided in areas of the country where VILLA ALEGRE was available.

VILLA ALEGRE had a lower rate of awareness for children in other ethnic groups. More non-Hispanic children in grades one and four reported having heard of VILLA ALLEGRE than their older counterparts. Awareness consistently exceeded 20 percent in even the older age ranges.

Preference for VILLA ALEGRE was lower than the affirmative responses to heard-of and ever-watched variables; however, it was higher than viewership during the week preceding data collection.

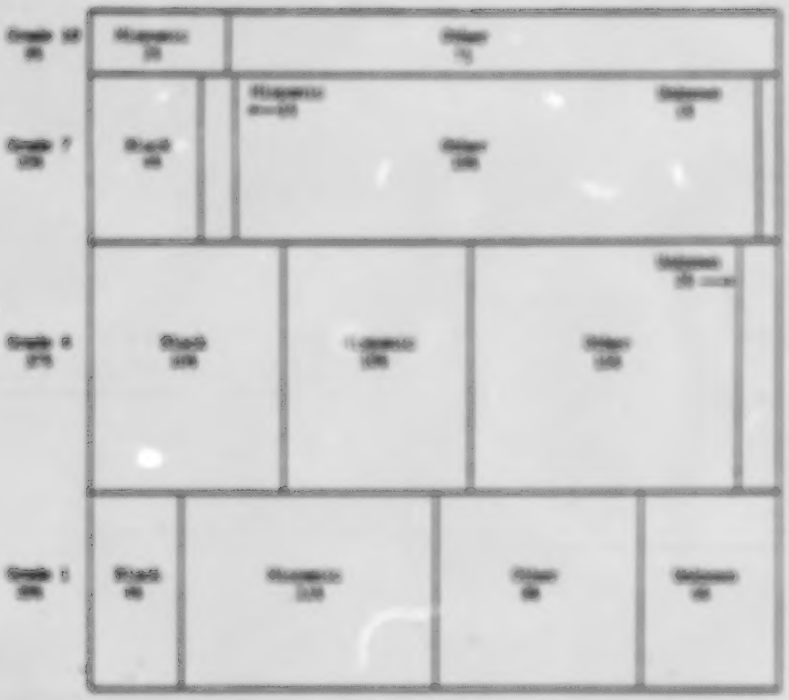
The trend in the preference responses given by Hispanic children is consistent with that seen with the other viewership questions. Clearly, more Hispanic children would have selected VILLA ALEGRE to watch, if given the choice, than children of any other racial/ethnic heritage. Children in the target age group indicated preference for VILLA ALEGRE more often than the older children. One anomaly in this trend is that Hispanic tenth graders indicated preference for VILLA ALEGRE at about the same rate (17%) as their first and fourth grade counterparts, while only 5 percent of the other tenth graders would have preferred VILLA ALEGRE. This trend did not hold, however, for Hispanic seventh graders who had a preference rate similar to that of all seventh graders. In conclusion, it appears that preference for VILLA ALEGRE is strongest among Hispanics.

Issue 2: Determine the characteristics of viewers of VILLA ALEGRE

This issue addresses the age and ethnic characteristics of children who watched-last-week (the week prior to data collection) and ever watched. According to Figure 6.9, two-thirds of the children who watched VILLA ALEGRE last week were in the targeted age range, i.e., first and fourth grades. One-fourth of the VILLA ALEGRE viewers last week were seventh graders. The next largest subsets of viewers were fourth and seventh grade students who were not Black or Hispanic; these students accounted for 15 percent and 19 percent of all viewers, respectively. Non-Black, non-Hispanic seventh graders are outside both the target age range and target ethnic group. In fact, their representation in the watched-last-week category is almost as large as the combined viewership of Hispanic first and fourth graders (21%). The proportion of viewers in this survey who are Hispanic, however, far exceeds their representation in the population.

The findings for viewers who had ever-watched VILLA ALEGRE show a very symmetric trend by age. First graders accounted for the largest proportion (34%) of the ever-watched viewers, followed by fourth graders at 27 percent, seventh graders at 23 percent, and

WATCHED LAST WEEK



EVER WATCHED

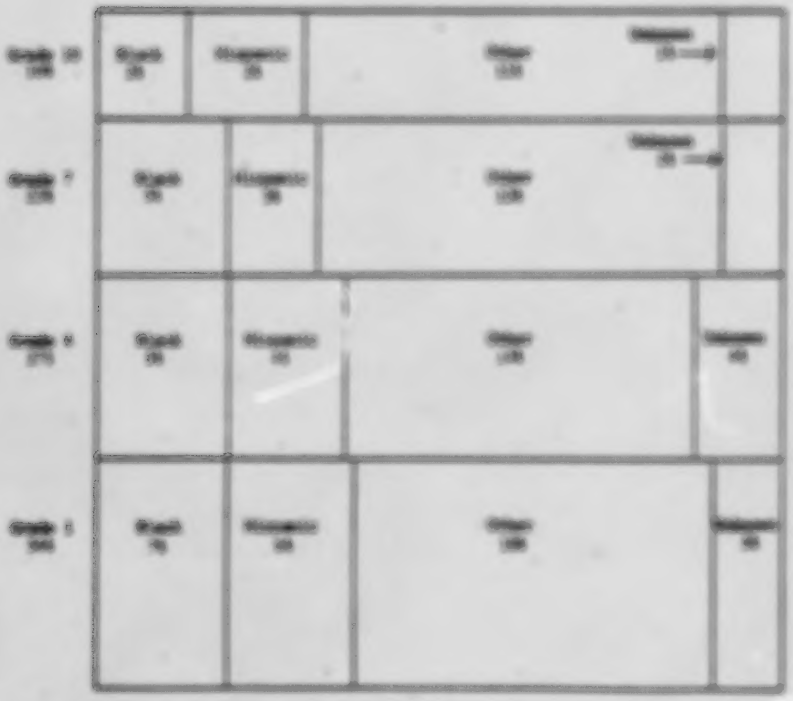


FIGURE 6.9: CHARACTERISTICS OF VILLA ALEGRE VIEWERS

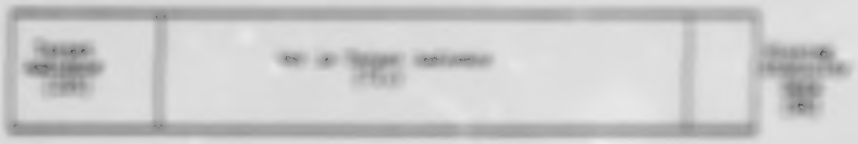
tenth graders at 10 percent. First and fourth graders combined, account for nearly two-thirds of the ever-watched viewers. This trend of decreasing viewership by age, as measured by the ever-watched variable, is consistent within each ethnic group. While Other seventh graders accounted for the largest subgroup of watched-last-week viewers, first graders in the Other ethnic category accounted for the largest subgroup (10%) of the ever-watched viewers. Across all grade levels, Hispanics accounted for 15 percent of the ever-watched viewers and Blacks accounted for 19 percent.

Viewers of VILLA ALEGRE were also classified into the proportions who were and were not in the target audience. Figure 6.10 presents these findings for the watched-last-week and the ever-watched variable. Of those who viewed last week, 20 percent were in the target audience; of those who ever watched, 11 percent were in the target audience.

Issue 3: Determine the geographic location of VILLA ALEGRE viewers

VILLA ALEGRE was available for viewership in all eight geographic regions during the survey period. According to Table 6.12 viewership was consistently very low (0 to 3%) in all regions except Regions 3 (7%) and 5 (8%) for the watched-last-week variable. Regions 3 and 5 represent the South and Southwest and include Florida. It is interesting to note that viewership was low in Region 8, which stretches across the Southwest from Texas west to California.

Regional data for the ever-watched variable indicate substantially more viewership in all regions. Highest ever-watched viewership occurred in Regions 3, 4 and 8 (the Southwest, Great Lakes, and Southwest) with viewership at 24, 28 and 27 percent, respectively. The lowest levels of viewership occurred in Regions 1 and 9 (New England and the Midwest) with viewership at 9 and 13 percent, respectively. Thus, although the previous findings indicate that the majority of ever-watched viewers are not Hispanic, the highest proportions of ever-watched viewers were found in areas of the country with large Hispanic populations (including Florida, Texas, the Southwestern States and California).



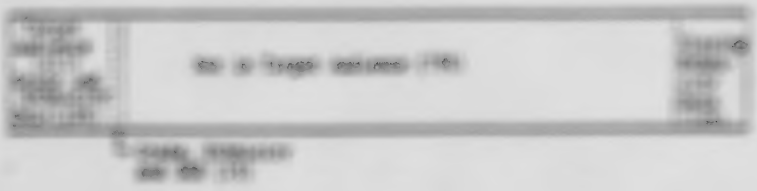


FIGURE 6.10: STELLA KLEIBER VIEWINGS BY TARGET AUDIENCE HOUSEHOLDS

TABLE 6.02: STELLA KLEIBER VIEWERSHIP BY REGION

	Regions							
	1	2	3	4	5	6	7	8
WATCHED LAST WEEK								
Yes	8	5	7	5	9	5	6	6
No	85	85	83	84	81	84	84	85
Unavailable Data	10	10	11	9	10	10	10	10
EVER WATCHED								
Yes	9	17	19	18	18	13	15	17
No	72	73	69	69	72	82	69	81
Unavailable Data	19	7	17	9	7	15	15	12

Base: Total universe area excluding panelists.

Issue 4: Determine if VILLA ALEGRE viewership varies by UHF/VHF carriage

The results of the station frequency analysis are shown in Table 6.33 by grade and by ethnic group. The differences in viewing rates between the two types of stations are small across all grades and ethnic groups. Even in those few cases where there are differences there is no consistent pattern favoring carriage on VHF, UHF, or both types of stations in an area. Thus, it appears that station frequency is not related strongly to viewership and that UHF carriage is not necessarily a detriment to viewership.

Issue 5: Determine if VILLA ALEGRE viewership varies by public/commercial carriage

Viewership by public and commercial carriage is presented in Table 6.34 for children in various grades and ethnic groups. Overall, no major trends emerge specific to grade levels or ethnic groups. Watched-last-week viewership occurred about evenly on commercial and public stations; the highest rates of ever-watched viewership and awareness occurred in areas where children had access to VILLA ALEGRE on both commercial and public stations. Positive responses to preference were distributed fairly evenly across commercial and public stations, with slightly more occurring in areas where VILLA ALEGRE was available on commercial stations. In summary, it does not appear that commercial carriage or public carriage impacts on viewership.

Issue 6: Determine if VILLA ALEGRE viewership varies by the frequency of a child's TV viewership

The results of the analysis relating VILLA ALEGRE viewership to general television consumption are shown in Table 6.35. Fourth grade Black viewers tended to be higher consumers of television than their non-viewing counterparts. Tenth grade viewers tended to be lower consumers of television than tenth grade non-viewers. No relationship between general viewership frequency and VILLA ALEGRE viewership was found for members of the target audience. Almost all children described themselves as falling in the middle range of general viewership frequency.

TABLE 6.33: VILLA ALEGRE VIEWERSHIP ON VHF/UHF CARRIAGE BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
VHF	3	71	26	2	75	23	1	89	10	0	93	7
UHF	2	59	39	5	81	14	4	88	8	2	87	11
Can't Tell	4	81	15	2	77	21	1	85	14	0	97	3
EVER WATCHED												
VHF		NOT DATA		23	64	13	16	79	5	10	92	8
UHF		FOR		21	74	5	19	78	3	18	73	9
Can't Tell		GRADE 1		27	64	9	16	75	9	15	84	1
HEARD OF												
VHF		NOT DATA		35	52	13	31	64	5	17	75	8
UHF		FOR		27	68	5	26	71	3	22	70	8
Can't Tell		GRADE 1		38	53	9	24	68	8	28	71	1
PREFER												
VHF	8	65	27	7	85	8	2	93	5	2	93	5
UHF	8	56	36	8	88	4	6	93	1	7	92	1
Can't Tell	6	82	12	7	85	8	2	92	6	2	97	1

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
VHF	1	79	19	4	77	19	1	85	14	3	74	23
UHF	3	88	13	10	71	19	3	80	17	1	61	38
Can't Tell	1	78	21	5	77	18	1	92	7	4	80	16
EVER WATCHED												
VHF	23	67	10	37	57	6	14	78	8	11	76	13
UHF	17	80	3	30	57	13	19	79	2	20	57	23
Can't Tell	17	74	9	44	44	12	17	80	3	14	75	11
HEARD OF												
VHF	29	61	10	50	44	6	26	66	8	22	65	13
UHF	24	73	3	45	42	13	23	75	2	25	52	23
Can't Tell	25	66	9	54	34	12	27	70	3	33	56	11
PREFER												
VHF	4	85	11	11	77	12	4	86	10	2	83	15
UHF	8	86	6	18	68	14	7	81	12	2	82	16
Can't Tell	2	87	11	11	78	11	4	95	1	4	92	4

NOTE: Table entries are within grade/ethnicities percents.

6.97

TABLE 6.34: VIEWERSHIP OF VILLA ALEGRE ON PUBLIC AND COMMERCIAL TELEVISION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	3	64	33	4	79	17	2	89	9	1	90	9
Commercial	3	72	25	4	79	17	1	94	5	0	96	4
EVER WATCHED												
Public	NO DATA			21	71	8	17	78	5	14	78	8
Commercial	FOR			—	—	—	21	63	15	9	83	3
Both	GRADE 1			45	51	4	22	76	2	20	78	2
HEARD OF												
Public	NO DATA			30	62	8	26	69	5	20	73	7
Commercial	FOR			—	—	—	40	44	16	25	72	3
Both	GRADE 1			54	43	3	33	65	2	39	59	2
PREFER												
Public	8	60	32	7	87	6	4	93	3	4	93	3
Commercial	19	63	18	9	88	3	5	93	2	4	95	1

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	3	81	16	7	74	19	2	83	15	2	68	30
Commercial	2	84	14	4	84	12	1	92	7	2	88	10
EVER WATCHED												
Public	16	77	6	35	53	12	16	80	4	15	67	18
Commercial	—	—	—	31	68	1	10	80	10	18	65	17
Both	31	63	6	40	59	1	25	74	1	29	68	3
HEARD OF												
Public	24	70	6	48	40	12	24	72	4	23	59	18
Commercial	—	—	—	55	44	1	32	58	10	30	53	17
Both	35	59	6	55	44	1	38	61	1	48	49	3
PREFER												
Public	7	85	8	14	73	13	5	83	12	2	82	16
Commercial	4	90	6	13	80	7	6	93	1	9	87	4

NOTE: Table entries are within grade/ethnicity percents. Insufficient data is indicated by—.

TABLE 6.35: FREQUENCY OF TV VIEWING BY VILLA ALEGRE VIEWERSHIP

LEVEL A

GRADE 1		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	0	24	65	11
	Non-viewer	0	24	70	6
Hispanic	- Viewer	0	39	58	3
	Non-viewer	0	35	49	16
Other	- Viewer	0	21	64	15
	Non-viewer	0	21	68	11

LEVEL B

GRADE 4		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	2	71+	26	I
	Non-viewer	2	54	43+	1
Hispanic	- Viewer	2	57	40	1
	Non-viewer	0	52	45	3
Other	- Viewer	0	34	59	7
	Non-viewer	0	39	57	4

GRADE 7		Frequency of Viewing High 1	2	3	Low 4
		0	48	52	0
		2	57	39	2
		0	38	54	8
		0	29	58	13
		0	17	72	11
		0	18	66	16

GRADE 10		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	0	22	54	24+
	Non-viewer	0	36	56	8
Hispanic	- Viewer	0	20	53	27
	Non-viewer	0	14	50	36
Other	- Viewer	0	4	80+++	16
	Non-viewer	0	7	50	43+++

TOTALS

GRADES 4,7,10		Frequency of Viewing High 1	2	3	Low 4
Black	- Viewer	1	53	41	5
	Non-viewer	1	51	45	3
Hispanic	- Viewer	1	43	47	9
	Non-viewer	0	31	51	17
Other	- Viewer	0	19	70	11
	Non-viewer	0	20	58	22

ALL ETHNICITIES		Frequency of Viewing High 1	2	3	Low 4
Grade 4	- Viewer	1	47	46	6
	Non-viewer	0	44	53	3
Grade 7	- Viewer	0	26	66	8
	Non-viewer	1	26	60	13
Grade 10	- Viewer	0	9	72+	20
	Non-viewer	0	11	53	36+

NOTE: Table entries are row percents.

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, VILLA ALEGRE viewership

The results of the analysis performed on the family viewership variables in relation to VILLA ALEGRE viewership are presented in Table G.7 (Appendix G). There do not appear to be any strong trends in family viewership habits related to the behavior of the potential audience for VILLA ALEGRE. However, a few major differences were found relative to some subgroups. Tenth grade viewers tended to watch television with younger siblings more often than non-viewers. The Black first graders indicated the most autonomy in set control and solitary viewership. Hispanic viewers were told to watch certain programs by their family members more than their non-viewing counterparts. No other differences in family viewership habits distinguished the VILLA ALEGRE viewers from non-viewers, and it is concluded that family viewership habits are not related to VILLA ALEGRE viewership.

Issue 8: Determine the degree to which the potential audience prefers VILLA ALEGRE to other types of programs

The findings in response to this issue are presented in Table 6.36. It should be noted that for this issue preference is defined as percentage of occurrences, rather than percentage of children who preferred VILLA ALEGRE at least once out of all the times it may have been offered. In instances where the child had only one opportunity to indicate preference, these findings are the same as the preference findings in other analyses.

According to Table 6.36, the overall occurrences of preferences fo VILLA ALEGRE are very low. The occurrences of preference for VILLA ALEGRE were highest for first and fourth graders and for Hispanics. However, the largest percentage of preference occurrences was only 8 percent for first graders. It is interesting to note, however, that occurrences of preference for other ESAA-TV series were consistently higher, in each grade and in each ethnic group, than for VILLA ALEGRE. Again, this must be balanced by the fact that although preference was higher, the differences were not very large.

TABLE 6.36: PREFERENCE FOR VILLA ALEGRE AND TYPES OF COMPETITION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
VILLA ALEGRE	8	60	32	4	87	9	2	93	5	2	95	3
Types of Competition:												
News	10	44	46	7	86	7	10	84	6	23	76	1
Cartoon	59	12	29	44	48	8	49	47	4	46	51	3
Game Shows	41	56	3	28	62	10	26	70	4	25	65	10
Situation Comedy	29	31	39	45	49	6	54	42	4	47	49	4
Drama	35	44	21	20	68	12	26	68	6	35	60	5
Sports	22	37	41	36	46	18	43	47	10	33	62	5
Variety	26	33	41	14	74	12	14	79	7	19	80	1
Other	19	45	36	6	83	11	6	88	6	11	87	2
Unknown	16	66	18	7	87	7	6	89	5	6	90	4
Other ESAA Series	12	77	11	5	91	4	5	93	2	4	95	1

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
VILLA ALEGRE												
Types of Competition:	3	90	7	7	79	14	3	90	7	2	87	11
News	12	82	6	10	71	19	13	76	11	9	82	9
Cartoon	58	35	7	42	45	13	47	46	7	33	45	22
Game Shows	35	56	9	28	66	5	27	67	6	24	66	10
Situation Comedy	46	49	5	39	50	11	49	42	9	42	50	8
Drama	28	62	10	18	66	16	29	66	5	28	61	11
Sports	44	46	10	28	52	20	33	47	20	28	52	20
Variety	11	80	9	16	67	17	19	75	6	21	63	16
Other	7	83	10	8	76	16	9	84	7	10	79	11
Unknown	6	86	8	6	82	12	7	90	3	7	86	7
Other ESAA Series	11	76	13	9	87	4	4	94	2	5	91	4

NOTE: Table entries are within grade/ethnicity percents.

TABLE 6.37: AWARENESS FOR NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR VILLA ALEGRE COVERAGE AREA

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	73	17	10	76	24	2	77	20	3
ANOTHER WORLD	52	38	10	67	32	1	83	12	5
CAPTAIN KANGAROO	78	12	10	78	22	0	94	4	2
FACE THE NATION	38	54	8	83	10	7	75	13	12
FAMILY FEUD	71	19	10	87	8	5	85	8	7
FLINTSTONES	70	13	17	90	0	10	92	0	8
GOOD MORN	89	9	5	96	4	2	95	4	0
HEE HAW	84	8	8	90	6	4	98	0	1
HOLLYWOOD SQUARES	84	7	9	95	2	3	99	1	0
LUCY	87	5	8	98	2	2	99	1	0
LONE RANGER	82	13	5	94	5	1	98	2	0
MAYBERRY, RFD	53	33	14	91	42	7	84	14	2
THE PRICE IS RIGHT	90	4	6	96	2	2	99	1	0
SHAZAM/ISIS	88	7	5	91	1	8	87	4	9
STAR TREK	85	6	9	--	1	8	89	0	11
TODAY SHOW	55	48	17	53	39	8	77	21	2
TOM AND JERRY/HUMBLY	75	14	11	79	15	6	78	19	3
60 MINUTES	62	36	2	82	15	3	91	7	2
700 CLUB	18	68	14	64	29	6	-	-	-
SUPERFRIENDS	83	7	10	87	6	7	87	9	4
SPORTS - GENERAL	79	13	17	88	5	7	84	8	8
WIDE WORLD OF SPORTS	89	6	5	97	2	1	97	3	0
GENERAL NEWS	81	11	8	83	12	5	88	7	7

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	83	35	2	87	6	7	76	22	4	85	3	14
ANOTHER WORLD	64	33	3	49	47	4	70	25	5	47	38	15
CAPTAIN KANGAROO	62	24	14	66	21	13	90	6	4	68	18	14
FACE THE NATION	42	42	16	64	36	0	59	32	9	66	25	9
FAMILY FEUD	80	13	7	87	26	7	83	10	7	79	12	9
FLINTSTONES	75	17	8	43	2	55	87	4	9	78	1	20
GOOD MORN	79	12	9	84	6	10	96	4	1	82	13	5
HEE HAW	91	4	5	62	14	4	90	7	3	83	12	5
HOLLYWOOD SQUARES	94	3	3	81	12	7	95	2	3	90	6	4
LUCY	98	6	4	88	9	3	95	2	2	96	3	1
LONE RANGER	-	-	-	89	10	1	96	3	1	89	8	3
MAYBERRY, RFD	58	49	15	35	60	5	77	18	5	41	39	20
THE PRICE IS RIGHT	95	3	2	88	6	6	96	1	3	90	6	4
SHAZAM/ISIS	88	6	6	85	6	9	95	3	4	78	8	14
STAR TREK	91	8	7	89	5	7	90	1	9	84	3	13
TODAY SHOW	32	54	14	36	49	15	71	25	4	45	40	15
TOM AND JERRY/HUMBLY	75	19	6	67	23	10	82	13	5	71	13	16
60 MINUTES	79	17	4	76	22	2	88	10	1	67	28	7
700 CLUB	-	-	-	-	-	-	48	44	10	45	47	8
SUPERFRIENDS	87	5	8	76	9	15	87	8	5	81	9	10
SPORTS - GENERAL	75	10	15	70	17	13	95	4	0	79	6	15
WIDE WORLD OF SPORTS	-	-	-	89	9	2	97	2	1	85	6	9
GENERAL NEWS	79	14	7	75	13	12	97	0	3	75	9	16

NOTE: Table entries are within ethnicity percents.
Cells with insufficient data are indicated by -.

In regard to preference for competitive shows, Cartoons and Situation Comedies were most often preferred by students in each grade level and each ethnic group. Sports and Game Shows were also among the most often preferred types of programming. Aside from the ESAA-TV series, News programs were preferred least often.

Issue 9: Determine if the potential audience is aware of VILLA ALEGRE and its competitors

The findings for awareness of VILLA ALEGRE were presented under Issue 1 in Table 6.31. Awareness data for selected competitive programs are shown in Table 6.37. Awareness of the competition was substantially higher than awareness of VILLA ALEGRE: awareness of VILLA ALEGRE among all ethnic groups combined was less than 32 percent whereas awareness of the competition was generally greater than 80 percent. Younger children indicated less awareness of the competition than older children; and non-minorities had a higher awareness level than minority children. Across all grade levels and ethnic groups, WIDE WORLD OF SPORTS ranked highest and the TODAY show ranked lowest in awareness.

Issue 10: Determine the portion of the television viewing audience watching VILLA ALEGRE and the relationship between viewing and the time of day during which the program was broadcast

The analysis in response to this issue is provided in Table 6.38. Viewership is presented by target age (grades one and four) and all other ages for each ethnic group. Separate presentations are provided for each subgroup by time of day and day of week. The discussion which follows is organized into time periods and days of the week.

On Saturday morning, roughly 40 percent of the children were watching television. Blacks (first and fourth graders) had the highest viewership rate (58 percent), and more younger children viewed than older children in each ethnic group. Very few children were watching VILLA ALEGRE: 2 percent of the first and fourth graders and 1 percent of the seventh and tenth graders. Approximately 7 percent of the Hispanic first and fourth graders, however, were watching

TABLE 6.38: PORTION OF AUDIENCE ANALYSIS FOR VILLA ALEGRE BY TIME PERIOD

VILLA ALEGRE TARGET SHARES	I	A	ADULT AUDIENCE VILLA ALEGRE (000)	WATCHED TELEVISION IN TIME PERIOD (AVERAGE PERCENTAGES)			PERCENTAGE COLLECTIVE OF TELEVISION AUDIENCE WATCHING VILLA ALEGRE (AVERAGE PERCENTAGES)	
TIME PERIODS				HIS	HER	UNKNOWN SEX	HIS	HER
SATURDAY MORNING (SUPER-HEROES)								
BLACK								
CHILDREN	I	A	284	56.32	22.48	19.67	1.84	48.10
CHILDREN	T	18	293	44.84	93.25	16.13	0.24	97.72
HISPANIC								
CHILDREN	I	A	252	51.59	25.87	22.82	1.41	50.58
CHILDREN	T	18	218	35.25	48.11	16.72	1.43	48.54
OTHER								
CHILDREN	I	A	459	53.18	23.87	23.74	0.92	50.60
CHILDREN	T	18	386	32.84	62.77	4.35	0.87	49.62
CAUCASIAN								
CHILDREN	I	A	217	21.45	15.84	62.53	0.82	53.15
CHILDREN	T	18	154	24.58	54.53	19.89	0.58	54.44
ALL RACES								
CHILDREN	I	A	1,436	48.54	23.45	28.84	1.58	48.63
CHILDREN	T	18	1,029	34.43	65.32	8.23	1.33	48.64
SUNDAY MORNING (SUPER-HEROES)								
BLACK								
CHILDREN	I	A	96	47.62	29.85	22.53	0.58	45.41
CHILDREN	T	18	144	38.71	52.89	8.39	0.45	47.54
HISPANIC								
CHILDREN	I	A	215	29.21	49.52	21.26	48.15	50.85
CHILDREN	T	18	157	11.97	87.22	0.80	47.85	82.14
OTHER								
CHILDREN	I	A	255	24.83	51.69	23.24	1.23	94.74
CHILDREN	T	18	159	6.54	87.14	6.49	1.42	48.17
CAUCASIAN								
CHILDREN	I	A	241	29.34	55.86	15.74	1.71	48.83
CHILDREN	T	18	210	18.46	78.78	4.77	1.29	97.84
ALL RACES								
CHILDREN	I	A	1,161	29.23	44.29	26.36	1.33	52.64
CHILDREN	T	18	1,184	24.79	69.53	5.66	1.83	97.19

TABLE 6:38: (continued)

VILLA ALEGRE TARGET GRADES			ASKED ABOUT VILLA ALEGRE (UNWEIGHTED [SAMPLE SIZE])	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGE) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED VILLA ALEGRE (WEIGHTED PERCENTAGE) YES	NO
[TIME PERIOD]								
SAT./SUN. AFTERNOON (NOON-5PM)								
BLACK								
GRADES	1	6	88	29.47	10.20	58.32	8.55	91.44
GRADES	7	10	47	28.04	58.78	13.16	0.00	100.00
HISPANIC								
GRADES	1	6	34	49.11	35.76	19.12	15.40	84.59
GRADES	7	10	17	58.10	30.51	11.38	0.00	100.00
OTHER								
GRADES	1	6	166	62.69	25.29	12.01	3.64	96.35
GRADES	7	10	134	42.88	52.22	4.88	0.00	100.00
UNKNOWN								
GRADES	1	6	39	42.63	30.51	26.85	0.00	100.00
GRADES	7	10	32	16.32	60.64	23.03	0.00	100.00
ALL RACES								
GRADES	1	6	319	54.31	25.87	19.81	5.66	94.31
GRADES	7	10	230	41.28	50.95	7.76	0.00	100.00
NON-4'S BEFORE SCHOOL (6-8:30AM)								
BLACK								
GRADES	1	6	86	20.61	42.30	37.67	17.78	82.21
GRADES	7	10	150	12.80	78.87	17.83	7.80	92.19
HISPANIC								
GRADES	1	6	294	38.88	34.54	26.57	26.90	73.09
GRADES	7	10	317	18.91	74.61	6.46	9.06	90.93
OTHER								
GRADES	1	6	135	29.52	49.20	25.26	22.89	77.10
GRADES	7	10	689	19.28	78.78	5.94	13.75	86.24
UNKNOWN								
GRADES	1	6	72	43.29	43.37	13.32	17.83	82.16
GRADES	7	10	122	19.72	69.85	14.42	3.20	96.79
ALL RACES								
GRADES	1	6	587	28.49	39.89	31.61	23.82	76.17
GRADES	7	10	948	19.79	73.57	10.67	9.01	90.98

TABLE 6.38: (continued)

VILLA ALEGRE TARGET GRADES 1 4 TIME PERIODS	ASKED ABOUT VILLA ALEGRE (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED VILLA ALEGRE (WEIGHTED PERCENTAGES) YES	NO
MON-FRI AFTER SCHOOL (3:30PM ON)						
BLACK						
GRADES 1 4	406	54.34	29.98	15.67	10.17	89.82
GRADES 7 10	529	59.17	32.51	8.30	1.93	98.06
HISPANIC						
GRADES 1 4	489	47.52	29.79	22.67	25.58	74.41
GRADES 7 10	684	48.77	40.04	11.17	1.68	98.31
OTHER						
GRADES 1 4	877	43.44	32.83	23.72	6.03	93.96
GRADES 7 10	1,447	50.52	45.11	4.36	5.65	94.34
UNKNOWN						
GRADES 1 4	266	42.19	32.69	25.10	7.26	92.73
GRADES 7 10	317	38.83	33.69	27.47	0.25	99.74
ALL RACES						
GRADES 1 4	2,038	45.66	32.01	22.32	8.96	91.03
GRADES 7 10	2,977	50.67	41.03	8.29	4.07	95.92
ALL OTHER TIMES						
BLACK						
GRADES 1 4	108	23.15	51.21	25.62	0.00	100.00
GRADES 7 10	143	21.05	71.58	7.36	5.71	94.28
HISPANIC						
GRADES 1 4	221	29.17	49.00	21.82	14.03	85.96
GRADES 7 10	196	35.38	62.21	2.40	10.85	89.14
OTHER						
GRADES 1 4	589	21.81	55.71	22.47	1.44	98.55
GRADES 7 10	751	32.81	57.70	9.48	0.74	99.25
UNKNOWN						
GRADES 1 4	147	17.90	46.74	35.35	19.80	80.19
GRADES 7 10	176	26.19	64.01	9.79	0.66	99.33
ALL RACES						
GRADES 1 4	1,065	21.93	53.17	24.89	5.64	94.35
GRADES 7 10	1,266	31.01	60.10	8.87	1.79	98.20

TABLE 6.38: (continued)

VILLA ALEGRE TARGET GRADES 1 4 TIME PERIODS:	ASKED ABOUT VILLA ALEGRE (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED VILLA ALEGRE (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 1 4	770	60.07	22.62	17.29	6.42	93.57
GRADES 7 10	720	59.60	32.16	8.23	2.05	97.94
HISPANIC						
GRADES 1 4	1,172	45.92	32.27	21.80	21.54	78.45
GRADES 7 10	964	50.87	40.16	8.95	4.97	95.02
OTHER						
GRADES 1 4	1,962	40.64	35.07	24.28	4.84	95.15
GRADES 7 10	2,002	50.26	44.65	5.08	4.36	95.63
UNKNOWN						
GRADES 1 4	483	34.44	30.79	34.76	9.23	90.76
GRADES 7 10	482	41.60	37.63	20.75	0.72	99.27
ALL RACES						
GRADES 1 4	4,387	44.00	31.95	24.04	7.48	92.51
GRADES 7 10	4,168	50.86	41.34	7.79	3.57	96.42

VILLA ALEGRE. The next largest group of VILLA ALEGRA viewers were Black seventh and tenth graders whose viewership rate was only slightly more than 2 percent. Based upon these findings, it appears that the Saturday morning competition is drawing almost all of the audience. Even though younger children may be controlling the set, they are choosing not to watch VILLA ALEGRE.

On Sunday morning, more of the target age children (first and fourth graders) were watching television than the older children: 34 percent and 15 percent, respectively. Black first and fourth graders comprised the largest subgroup of viewers at 48 percent; older children viewed less frequently than the younger children in each ethnic group. Across all ethnic groups, 7 percent of the target age children viewed VILLA ALEGRE and less than 3 percent of the older children viewed. The most dramatic finding is that 40 percent of the target children - Hispanic first and fourth graders - who watched television on Sunday morning viewed VILLA ALEGRE. However, only 26 percent of the target children were watching television at this time. The next largest group of VILLA ALEGRE viewers was Hispanic seventh and tenth graders, whose viewership proportion was 18 percent. In all other ethnic categories more of the target age children viewed the series than the older children, although none of their viewership rates approached that of the Hispanic children. The next largest viewership rate was 5 percent for non-minority first and fourth graders. In summary, the Sunday morning time slot appears to appeal to the VILLA ALEGRE target audience members who are watching television at that time.

Saturday and Sunday afternoons drew 54 percent of the target-age children and 41 percent of the older children to the television. The largest sub-groups of television consumers at this time were non-minority first and fourth graders, 63 percent, and Hispanic seventh and tenth graders, 58 percent. Viewership for VILLA ALEGRE during this time period is 6 percent for the target-age children and zero for the non-target age children. None of the older children in any ethnic group viewed VILLA ALEGRE at this time. (The findings should be tempered with the fact that cell sizes for this analysis

dropped as low as 17 children.) The highest rate of VILLA ALEGRE viewership was attributed to the Hispanic first and fourth graders - 15 percent. Blacks (first and fourth graders) ranked second, with viewership at 9 percent. These findings indicate that proportionately more target age than non-target children were viewing television and that viewership of VILLA ALEGRE by the target age children was low.

About 28 percent of the first and fourth graders and 16 percent of the older children reported television viewing before school. The highest subgroup viewership rate was for first and fourth graders of unknown ethnicity (43 percent). In the target age range, overall VILLA ALEGRE viewership was 24 percent. Although there was not much variation by ethnic group for this age range, more Hispanics viewed the series before school than target age children in other ethnic groups. Viewership rates for older children were lower, the highest rate being 14 percent for non-minorities. However, this viewership rate was high relative to the rates for VILLA ALEGRE viewing by other children at other times. In summary, for this time period, the target audience viewers lead the before school viewership rates for VILLA ALEGRE and the non-target age children displayed a higher rate of viewership for the series than at any other time period.

The after-school time period drew about half the potential target audience to the television set. This period is the only one which drew more older children than younger children, but the difference is only 5 percent. Slightly more Blacks viewed TV at this time then members of other ethnic groups. VILLA ALEGRE drew about 9 percent of the target age TV viewers and 4 percent of the older viewers at this time. The target age Hispanic children ranked first in viewership, 26 percent, followed by Black first and fourth graders with 10 percent. Older children viewed the series much less frequently. The trend of highest viewership attributed to the target audience was continued for this time period.

At all other times (8:30 a.m. to 3:30 p.m., weekdays), overall television viewership was 22 percent for first and fourth graders and 31 percent for the older children. Hispanics reported a higher viewership rate than all other ethnic groups. Viewership of VILLA ALEGRE was at 6 percent for the target age and less than 2 percent for the older children. The target age Hispanic children ranked second in viewership during the schoolday to target age children of unknown ethnicity at this time (respective viewership: 14 percent and 20 percent). Hispanic seventh and tenth graders were the next largest group at 11 percent. Interestingly, none of the Black target age children viewed during this time period, while their older ethnic peers viewed at the rate of 6 percent. Based upon these findings, it appears that some VILLA ALEGRE viewership is occurring in school or on the fringe of the before-school or after-school periods.

Summary for Issue 10. This analysis has shown a higher rate of viewership for VILLA ALEGRE relative to television viewing than was found for viewership in the first issue, the viewership estimates. The primary reason for this is that less than half of all potential viewers watched television during the times VILLA ALEGRE was broadcast. Blacks were found to be the largest consumers of television. Children in the target age range consistently viewed the series at a higher rate (7%) than older children (4%). Hispanics tended to view VILLA ALEGRE more than children in any other ethnic group, and children in the target audience had the highest viewership rates. Among the Hispanic first and fourth graders who watched television when VILLA ALEGRE was broadcast, 22 percent of them watched the series.

Summary of VILLA ALEGRE Findings

VILLA ALEGRE was watched by proportionately more Hispanic first and fourth graders, the target audience, than by any other group. In addition, the older Hispanic children responded to the series as positively or more positively than non-Hispanic younger children on all viewership measures. The typical child who watched VILLA ALEGRE

during the prior week was a non-minority seventh grader. The typical child who had ever watched the series was a non-minority first grader. Over one-fifth of the target audience who watched television during a VILLA ALEGRE time period watched the series. The series drew its largest share of the target audience television viewers on Sunday mornings and weekdays before school.

Additional analyses showed no differences by station frequency (UHF/VHF) or public or commercial carriage. VILLA ALEGRE viewers did not differ from non-viewers in frequency of TV viewing or family viewing habits. Its competitors were more well-known and more often preferred over VILLA ALEGRE.

LA BONNE AVENTURE

LA BONNE AVENTURE is a bilingual series of 15-minute programs, designed for preschool and first grade children with French-Canadian backgrounds. The series helps prepare these children to overcome the cultural shock of entering Anglo-dominant schools.

The respondents for this show were all from Maine, and although over 500 students were asked about the show, no target (i.e., French-Canadian first grade) children were found. The geographical, VHF/UHF, and public/commercial issues will not be presented for this show. The data for the family viewership issue reveal no differences between viewers and non-viewers, so that issue will not be discussed either.

Issue 1: Develop estimates of the proportion of viewers for LA BONNE AVENTURE

The findings for this issue are presented in Table 6.39. Since there were no Black or Hispanic respondents, only the grade breakdowns are presented.

For the watched-last-week variable, only the target grade children reported any substantial viewership (11%). While a few older children reported ever watching the series (2% to 7%), many of the first graders had seen the series (35%), and 40 percent had heard of it. The preference data for first graders were also high, 39 percent. The rates for the older, non-target grades were lower.

Thus, this show is drawing fairly high awareness and viewership rates among the target grade, despite the fact that no French-Canadians were in this group. The preference data are also relatively high for the target grade, but that is partially a function of the times the series was broadcast. This will be discussed in Issue 10.

TABLE 6.19: VIEWERSHIP OF LA BONNE AVENTURE BY GRADE

	GRADE											
	GRADE 3			GRADE 6			GRADE 7			GRADE 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK	14	78	11	1	92	7	0	94	6	0	100	0
EVER WATCHED	33	55	34	7	88	5	2	96	2	3	97	0
HEARD OF	60	34	6	17	78	5	5	93	2	5	95	0
PREVIEWED	39	50	11	13	85	2	5	94	1	5	37	0

NOTE: Table entries are row percents within each cell.

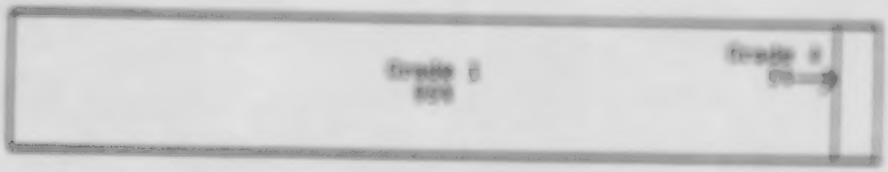
* Target audience. For LA BONNE AVENTURE, the target audience is French-Canadian first graders.

Issue 7: Determine the characteristics of viewers for LA BONNE AVENTURE

The data for this issue are presented in Figure 6.11. Only the grade breakdowns are given, since no Hispanics or Blacks were respondents for this series.

Both the watched-last-week and ever-watched results indicate that viewers were predominantly in the first grade. Very few older children have ever watched LA BONNE AVENTURE, and even fewer watched it the previous week.

WATCHED-LAST WEEK



EVER WATCHED

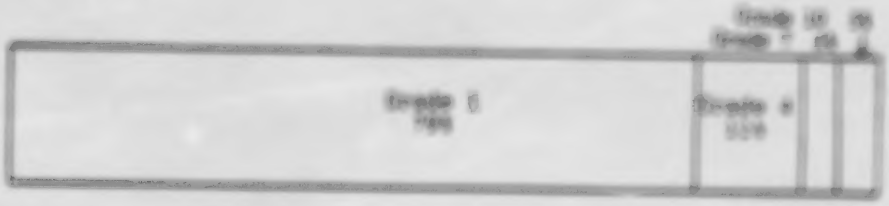


FIGURE 6.11: CHARACTERISTICS OF LA BONNE AVENTURE VIEWERS

The data for the target audience classification are not presented. There were no target audience viewers for either variable (watched-last-week, ever-watched) since there were no target audience children in the sample of respondents.

Issue 5: Determine if LA BONNE AVENTURE viewership varies by the frequency of a child's TV viewership.

The data for this issue are presented in Table 6.XI. There were sufficient viewers only among the first graders for legitimate comparisons. Among these children, viewers seemed to be more frequent consumers of TV in general than non-viewers of LA BONNE AVENTURE. This was the only set of data for this issue or for the family viewership issue which revealed any differences between viewers and non-viewers.

TABLE 6.XI: FREQUENCY OF TV VIEWING BY LA BONNE AVENTURE VIEWERSHIP

Level 2

Grade 1		Frequency of Viewing			
		High			Low
		5	4	3	2
Grade 1	Viewers	0	[illegible]	[illegible]	[illegible]
	Non-viewers	0	3	[illegible]	[illegible]

Note: Table entries are row percents.

Issue 6: Determine the relative degree to which the potential audience prefers LA BONNE AVENTURE to other types of programs.

The data for this issue are presented in Table 6.XII. As is evident from that table, there are not enough data to obtain a representative picture of this audience's preferences. However, preference for LA BONNE AVENTURE is highest among the target grade children.

TABLE 6.41: PREFERENCE FOR LA BONNE AVENTURE AND TYPES OF COMPETITION BY GRADE AND BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
LA BONNE AVENTURE	38	50	11	9	89	2	5	94	1	1	99	0
Types of Competition:												
News	50	38	12	28	70	2	40	59	1	31	69	0
Cartoon	-	-	-	-	-	-	-	-	-	-	-	-
Game Shows	-	-	-	-	-	-	-	-	-	-	-	-
Situation Comedy	-	-	-	-	-	-	-	-	-	-	-	-
Drama	-	-	-	-	-	-	-	-	-	-	-	-
Sports	-	-	-	-	-	-	-	-	-	-	-	-
Variety	-	-	-	47	51	2	31	68	1	18	82	0
Other	-	-	-	9	89	2	4	95	1	6	94	0
Unknown	-	-	-	14	84	2	21	78	1	21	79	0
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
LA BONNE AVENTURE	-	-	-	-	-	-	13	83	4	2	98	0
Types of Competition:												
News	-	-	-	-	-	-	40	55	5	34	66	0
Cartoon	-	-	-	-	-	-	-	-	-	-	-	-
Game Shows	-	-	-	-	-	-	-	-	-	-	-	-
Situation Comedy	-	-	-	-	-	-	-	-	-	-	-	-
Drama	-	-	-	-	-	-	-	-	-	-	-	-
Sports	-	-	-	-	-	-	-	-	-	-	-	-
Variety	-	-	-	-	-	-	29	70	1	40	60	0
Other	-	-	-	-	-	-	7	92	1	6	94	0
Unknown	-	-	-	-	-	-	19	80	1	19	81	0
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by -.

Issue 9: Determine if the potential audience is aware of LA BONNE AVENTURE and its competition.

The data for this issue are presented in Table 6.42. Again these data do not provide a complete picture of the audience's awareness of competition, but they do follow the previously established pattern: high awareness of most of the competition, and an increasing awareness with age.

Issue 10: Determine the portion of the television viewing audience watching LA BONNE AVENTURE and the relationship between viewing and the time of day during which the program was broadcast.

The data for this issue are presented in Table 6.43. There were only two broadcast times: Friday at 6:30 p.m. and Thursday at 9:15 a.m. Only the former time drew any viewers. The few respondents who did report watching something during the 9:15 p.m. period were probably at home from school for some reason, since there does not appear to be any in-school viewing at this time.

Relatively few non-target grade children were watching on Friday at 6:30 p.m. (19%), but 40 percent of the target grade children were watching, and 27 percent of them were viewing LA BONNE AVENTURE.

LA BONNE AVENTURE seems to have a very respectable portion of the audience among the target children. This is true despite the fact that the competition had higher awareness rates.

Summary of LA BONNE AVENTURE Findings

Despite the fact that there were no French-Canadian first graders in the sample, 11 percent of the first graders watched the series the previous week. The ever-watched, head-of, and preference rates ranged from 35 to 40 percent. Rates for the older children were considerably lower. The typical viewer, not surprisingly, is a White first grader. The only time children watched the series was on Friday evenings. The series was broadcast during school hours, but no children in the sample viewed at that time.

There were not any major differences between viewers and non-viewers of LA BONNE AVENTURE in terms of frequency of viewing or

TABLE 6.42 : AWARENESS OF NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR LA BONNE AVENTURE COVERAGE AREAS

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
FACE THE NATION	39	58	3	68	32	0	84	16	0
GONG SHOW	83	12	5	90	8	2	95	5	0
HOLLYWOOD SQUARES	89	6	5	95	3	2	98	2	0
THE PRICE IS RIGHT	88	7	5	94	4	2	99	1	0
SHAZAM/ISIS	90	5	5	93	5	2	95	5	0
SUPERFRIENDS	87	8	5	91	7	2	88	12	0
GENERAL NEWS	87	8	5	96	2	2	98	2	0

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
FACE THE NATION	-	-	-	-	-	-	64	35	1	62	37	1
GONG SHOW	-	-	-	-	-	-	92	6	2	82	15	3
HOLLYWOOD SQUARES	-	-	-	-	-	-	95	3	2	90	7	3
PRICE IS RIGHT	-	-	-	-	-	-	96	2	2	89	8	3
SHAZAM/ISIS	-	-	-	-	-	-	93	5	2	90	6	4
SUPERFRIENDS	-	-	-	-	-	-	90	8	2	87	10	3
GENERAL NEWS	-	-	-	-	-	-	94	4	2	92	4	4

NOTE: Table entries are within grade percents.
Cells with insufficient data are indicated by -.

TABLE 6.43: PORTION OF AUDIENCE ANALYSIS FOR LA BONNE AVENTURE BY TIME PERIOD

LA BONNE AVENTURE TARGET GRADES 1 TIME PERIODS:	ASKED ABOUT LA BONNE AVENTURE (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED LA BONNE AVENTURE (WEIGHTED PERCENTAGES) YES	NO
FRIDAY, 6:30 PM						
BLACK						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	0	0.00	0.00	0.00	0.00	0.00
HISPANIC						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	0	0.00	0.00	0.00	0.00	0.00
OTHER						
GRADES 1	126	40.69	48.83	10.47	26.86	73.13
GRADES 4 7 10	279	17.25	75.86	6.88	2.16	97.83
UNKNOWN						
GRADES 1	2	0.00	50.00	50.00	0.00	0.00
GRADES 4 7 10	108	23.36	63.56	13.07	0.00	100.00
ALL RACES						
GRADES 1	128	40.36	48.84	10.78	26.86	73.13
GRADES 4 7 10	387	18.90	72.52	8.56	1.43	98.56
THURSDAY, 9:15 AM						
BLACK						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	0	0.00	0.00	0.00	0.00	0.00
HISPANIC						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	0	0.00	0.00	0.00	0.00	0.00
OTHER						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	279	3.66	93.41	2.92	0.00	100.00
UNKNOWN						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	108	2.97	89.10	7.91	0.00	100.00
ALL RACES						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	387	3.47	92.24	4.27	0.00	100.00

TABLE 6.43: (continued)

LA BONNE AVENTURE TARGET GRADES 1 TIME PERIODS:	ASKED ABOUT LA BONNE AVENTURE (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED LA BONNE AVENTURE (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	0	0.00	0.00	0.00	0.00	0.00
HISPANIC						
GRADES 1	0	0.00	0.00	0.00	0.00	0.00
GRADES 4 7 10	0	0.00	0.00	0.00	0.00	0.00
OTHER						
GRADES 1	126	40.69	48.83	10.47	26.86	73.13
GRADES 4 7 10	279	19.63	77.81	2.55	1.89	98.10
UNKNOWN						
GRADES 1	2	0.00	50.00	50.00	0.00	0.00
GRADES 4 7 10	108	25.33	67.38	7.27	0.00	100.00
ALL RACES						
GRADES 1	128	40.36	48.84	10.78	26.86	73.13
GRADES 4 7 10	387	21.18	74.98	3.83	1.28	98.71

family viewership habits, although the White first graders who viewed the series were more frequent consumers of TV in general than were the non-viewers of the series. Although the data for preference and awareness of competitors were minimal, the patterns of the previous ESAA-TV series were evident here too: lower preference and lower awareness relative to the competition.

LA ESQUINA

LA ESQUINA was one of the newer ESAA-TV series investigated by this survey. It was designed for Hispanic adolescents (ages 13-19) and employs a dramatic format to examine the problems of Hispanic and Anglo teenagers. The series had very limited carriage in Spring 1978; only six public television stations were broadcasting the series. All survey data are from two sites, both of which were located in Texas. The data for LA ESQUINA were collected in two separate visits, one in May, the other in July.[1/] Because of the small number of sites involved, several issues could not be addressed for this series. Those issues which will not be presented are: Issue 3 (Regional analysis), Issue 4 (UHF/VHF) and Issue 5 (public/commercial).

Issue 1: Develop estimates of the proportion of viewers for LA ESQUINA

The findings on the four viewership questions are presented by grade and by ethnicity/race in Table 6.44. The findings for LA ESQUINA show relatively high rates of viewership in spite of the newness of the series. The proportions of viewers do not represent a large number of children because the series was carried in so few coverage areas; however, in those areas where it was carried, it did comparatively well. The findings also show a rather odd phenomenon: the series was responded to most positively by first graders and tenth graders.

Examining the data by grade reveals that 11 percent of the first graders, 7 percent of the fourth graders, 5 percent of seventh graders and 13 percent of the tenth graders had watched the series during the prior week. The pattern is similar for the ever-watched question; 45 percent of the first graders and 31 percent of the tenth graders had seen LA ESQUINA at some point, compared to 26 percent and 23 percent for grades 4 and 7, respectively. The awareness of the series is high across all grades ranging from

1/ The first visit in May did not produce the expected sample, so another site was scheduled for July.

TABLE 6.44: VIEWERSHIP OF LA ESQUINA BY GRADE AND ETHNICITY

GRADE

	Grade 1			Grade 4			Grade 7			Grade 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK	11	71	18	7	89	4	5	90	5	13	79	8
EVER WATCHED	45	44	11	26	74	0	23	77	0	31	65	4
HEARD OF	46	47	7	40	60	0	40	60	0	55	41	4
PREFERRED	28	62	10	19	81	0	12	88	0	17	83	0

ETHNICITY/RACE

	Black			Hispanic			Other			Unknown		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK	2	79	19	15	77	8	1	92	7	2	87	11
EVER WATCHED	17	75	8	42	55	3	20	79	1	14	78	8
HEARD OF	31	61	8	58	39	3	35	65	0	25	72	3
PREFERRED	1	99	0	28	70	2	6	92	2	8	89	3

NOTE: Table entries are row percents within each cell.

▭ = Target audience. For LA ESQUINA, the target audience is seventh and tenth grade Hispanic.

40 percent to 55 percent, but again it is higher at grades 1 and 10. The preference data deviate slightly from the other viewership variables. At the first grade level, 28 percent of the children preferred LA ESQUINA over its competitors. The fourth and tenth grade preference rates do not differ greatly (13% and 17% respectively); the seventh grade rate was 12 percent.

There are several alternative explanations for this unexpected pattern in the results. One of the most reasonable is that the series is favored by older siblings, the target audience, whose preferences tend to dominate the program selection on the family television set. Younger children might then find themselves watching the series whether they want to or not. This explanation is not entirely consistent with the data because the response to the preference question indicates that 28 percent of the first graders, the highest of any grade level, chose LA ESQUINA as their preferred program. The younger children may have been forced to watch the series initially, but it also seems they enjoy it and would continue to watch it on their own.

The bottom half of Table 6.66 presents the viewership data by ethnicity/race. Clearly, the most loyal fans of LA ESQUINA were the Hispanics, for whom the series is targeted. Fifteen percent of this group watched the series during the preceding week; 62 percent had ever watched it; 56 percent had heard of it; and 28 percent preferred it. The data for the other ethnic groups were very similar to each other. Few non-Hispanic children watched during the prior week while considerably more children had ever watched it (16% to 20%). Relative to the other ESEA-IV series, a large proportion of non-target children had heard of LA ESQUINA although few preferred it. The fact that LA ESQUINA was known to the non-Hispanic children but not watched or preferred suggests that the program's appeal may be limited to Hispanics. This is not a negative indicator because among that group, the group the series was designed to reach, LA ESQUINA was enjoying a favorable reception.

Issue 5: Determine the characteristics of the viewers for LA SIGUIEN

Figure 6.12 presents the demographic characteristics of those children who had watched last week and who had ever watched LA SIGUIEN. Ethnicity was categorized as Hispanic or non-Hispanic so there were only two non-Hispanic viewers.

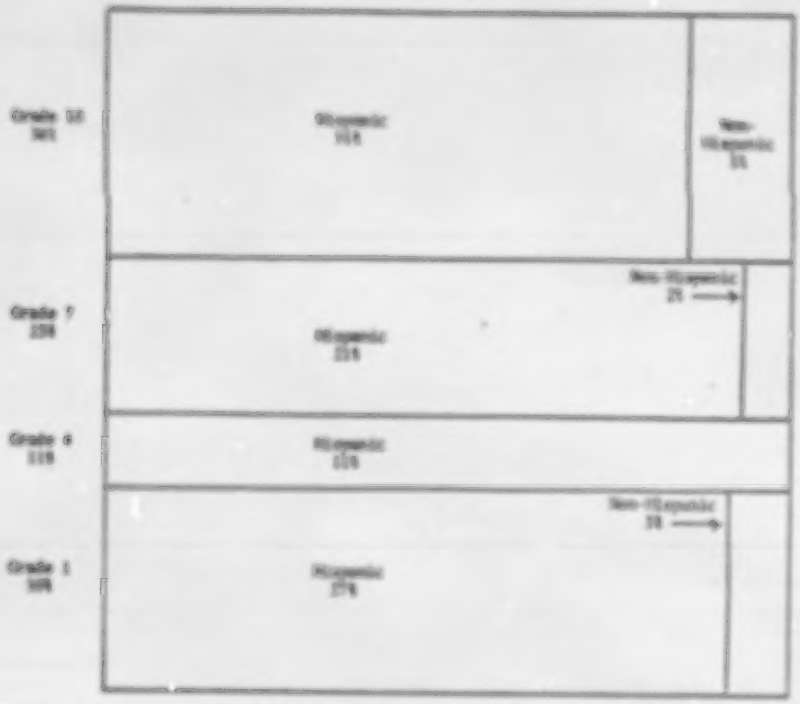
The findings for the watched-last-week question further confirm what was suggested under Issue 1, i.e., first and ninth grade Hispanic children constituted the majority of LA SIGUIEN viewers. Non-Hispanic children made up only 10 percent of the audience of the preceding week. The findings for the ever-watched question are similar although this audience included more non-Hispanics. The only group of Hispanic children who had watched LA SIGUIEN substantially less were the fourth graders; the other grades made up roughly equivalent proportions of the ever-watched viewers.

Figure 6.13 presents the percentage of viewers (watched-last-week, ever-watched) who were and were not in the target audience. As expected, on each variable, a sizable proportion of the viewers were outside the target audience (43% watched-last-week, 51% ever-watched). This is almost entirely due to the fact that so many young Hispanic children were viewers. The series is clearly reaching its target ethnic group, but it is also reaching a broader age range than intended.

Issue 6: Determine if LA SIGUIEN viewership varies by the frequency of a child's TV viewership

For Issue 6 and Issue 7, the viewer/non-viewer comparisons were made only for the Hispanic children because of the limited number of viewers in all other groups. The number of fourth grade Hispanic viewers was also not sufficient for comparisons.

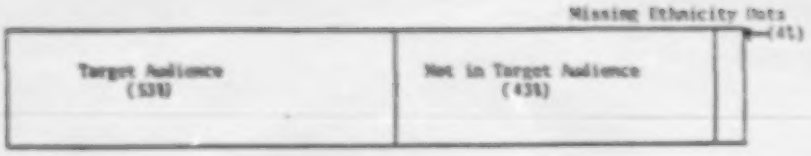
WATCHED LAST WEEK



EVER WATCHED

FIGURE 6.12: CHARACTERISTICS OF LA ESQUINA VIEWERS

WATCHED LAST WEEK



EVER WATCHED

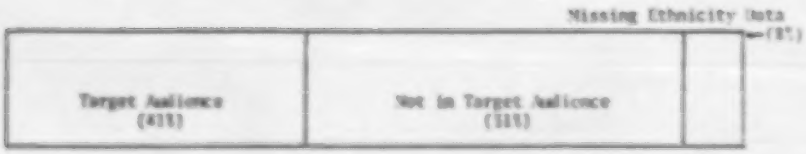


FIGURE 6.13: LA ESQUINA VIEWERS BY TARGET AUDIENCE MEMBERSHIP

The frequency of television viewing for Hispanic viewers (ever-watched), and non-viewers of LA ESQUINA is presented in Table 6.45. The first graders who had ever seen LA ESQUINA watched TV more frequently than those who had not. There were no other differences between viewers and non-viewers. There was a trend toward less frequent viewing of TV as grade level increased.

Issue 7: Determine whether family viewing habits serve as barriers to, or facilitators of, LA ESQUINA viewership.

The findings for Hispanic viewers and non-viewers on the six viewing habits questions are presented in Appendix G, Table G.8. Again, no fourth grade comparisons were made because there were too few viewers.

TABLE 6.45: FREQUENCY OF TV VIEWING BY LA ESQUINA VIEWERSHIP

LEVEL A

GRADE 1	Frequency of Viewing High 1	2	3	Low 4
Hispanic - Viewer	0	56+	44	0
Non-viewer	0	40	44	16+

LEVEL B

GRADE 4	Frequency of Viewing High 1	2	3	Low 4
Hispanic - Viewer	Insufficient viewers			
Non-viewer				

GRADE 7	Frequency of Viewing High 1	2	3	Low 4
Hispanic - Viewer	2	26	72	0
Non-viewer	0	29	69	2

GRADE 10	Frequency of Viewing High 1	2	3	Low 4
Hispanic - Viewer	1	20	66	13
Non-viewer	1	17	67	16

TOTALS

GRADES 4, 7, 10	Frequency of Viewing High 1	2	3	Low 4
Hispanic - Viewer	1	24	69	6
Non-viewer	2	29	63	6

NOTE: Table entries are row percents.

Overall, there were few differences between viewers and non-viewers in family viewing habits. First grade viewers more often watched TV by themselves at night, but they watched more often with their brothers and sisters on Saturday. There were no differences for the first graders in the extent to which they pick their own programs; approximately 67 percent said "Most of the time." The first grade viewers were more often told by members of their families to watch certain programs which supports the notion that set control by older siblings is influencing LA ESQUINA viewership.

The seventh grade viewers more often watched by themselves at night and on Saturday, and more often picked their own programs. The tenth grade viewers reported that they watched TV by themselves on Saturday more often than did the non-viewers. In general, all the Hispanic children watched television more often with their siblings than by themselves. They reported picking their own programs most of the time and about half had been told to watch certain programs by someone in their families.

Issue 8: Determine the relative degree to which the potential audience prefers LA ESQUINA to other types of programs

The preference data for LA ESQUINA and its competition are presented in Appendix G, Table G.9. Because only a few sites (and, therefore, few airings) were included in the sample for LA ESQUINA, the series had few types of competitors. With regard to the competition it did have, the series showed a comparable rate of preference beaten only by News among the seventh graders and by Sports among the Hispanics.

The data on this issue are limited in scope and, therefore, should be read cautiously. However, it is possible that the series was viewed relatively more than the other ESAA-TV series because it was not aired against strong competitors. As the data from the other ESAA-TV series have shown, Cartoons, Game Shows and Situation Comedies were overwhelmingly preferred. LA ESQUINA faced no competition of this type.

Issue 9: Determine if the potential audience is aware of LA ESQUINA and its competitors

For the same reasons described in Issue 8, there are very few data on the awareness of the competitors of LA ESQUINA. As discussed in Issue 1, 58 percent of the Hispanics indicated they had heard of LA ESQUINA. The competitor data are presented in Appendix G, Table G.10. This awareness rate for LA ESQUINA is lower than the proportion for any of the three competitor programs. This comparison is actually biased against LA ESQUINA because it is a new series and the competitors with sufficient data are general program types and a syndicated series. Given its newness, the awareness rate for LA ESQUINA is relatively high.

Issue 10: Determine the proportion of the television viewing audience watching LA ESQUINA and the time of the day during which the program was broadcast

Table 6.46 presents the findings of the two time periods during which LA ESQUINA was broadcast: Sunday at 1:00 p.m. and 5:30 p.m. Approximately 40 percent of the Hispanic children and 32 percent of the Others watched television at 1:00 p.m. on Sunday (the Black sample is insufficient for analysis). Of those Hispanics who watched TV, 57 percent of the target grade (7, 10) children and 39 percent of the non-target children watched LA ESQUINA. This was a major share of the TV viewing audience for these groups. It is also interesting to note that among the Others, 20 percent of the non-target age television audience was tuned to LA ESQUINA. Apparently, the series has some appeal even for young children who are not Hispanic.

There was considerably less television viewing which took place at 5:00 p.m. on Sunday but again the portion of the Hispanic audience tuned to LA ESQUINA was high. Of the Hispanics who watched television, 42 percent of the target grade children and 34 percent of the non-target grade children were viewers of LA ESQUINA. The program also attracted 27 percent of the Black seventh and tenth grade audience although less than 10 percent of the older Black

TABLE 6.46: PORTION OF AUDIENCE ANALYSIS FOR LA ESQUINA BY TIME PERIOD

LA ESQUINA TARGET GRADES / TIME PERIODS:		ASKED ABOUT LA ESQUINA (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED LA ESQUINA (WEIGHTED PERCENTAGES) YES	NO
SUNDAY, 1 PM							
BLACK							
GRADES	7 10	5	47.78	52.21	0.00	0.00	100.00
GRADES	1 4	0	0.00	0.00	0.00	0.00	0.00
HISPANIC							
GRADES	7 10	125	41.55	56.01	2.42	57.08	42.91
GRADES	1 4	122	40.08	47.88	12.03	38.90	61.09
OTHER							
GRADES	7 10	83	34.12	63.54	2.33	4.99	95.00
GRADES	1 4	79	30.28	67.21	2.49	19.93	80.06
UNKNOWN							
GRADES	7 10	17	40.34	59.65	0.00	32.30	67.69
GRADES	1 4	11	22.58	51.04	26.37	0.00	100.00
ALL RACES							
GRADES	7 10	230	39.57	58.26	2.15	41.78	58.21
GRADES	1 4	212	37.50	51.65	10.84	35.03	64.96
SUNDAY, 5:30 PM							
BLACK							
GRADES	7 10	51	8.86	68.17	22.95	27.43	72.56
GRADES	1 4	1	100.00	0.00	0.00	0.00	100.00
HISPANIC							
GRADES	7 10	119	15.96	76.06	7.96	41.53	58.46
GRADES	1 4	51	32.88	58.14	8.97	33.63	66.36
OTHER							
GRADES	7 10	55	15.48	74.67	9.84	2.84	97.15
GRADES	1 4	12	34.56	56.58	8.85	0.00	100.00
UNKNOWN							
GRADES	7 10	51	22.84	73.70	3.44	4.22	95.77
GRADES	1 4	42	34.41	36.14	29.44	0.00	100.00
ALL RACES							
GRADES	7 10	276	16.66	74.28	8.85	18.05	81.94
GRADES	1 4	106	35.26	49.83	14.90	14.28	85.71

TABLE 6.46: (continued)

LA ESQUINA TARGET GRADES 7 10 / TIME PERIODS:	ASKED ABOUT LA ESQUINA (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED LA ESQUINA (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 7 10	56	12.28	66.77	20.93	18.07	81.92
GRADES 1 4	1	100.00	0.00	0.00	0.00	100.00
HISPANIC						
GRADES 7 10	244	28.49	66.25	5.25	52.63	47.36
GRADES 1 4	173	37.80	51.13	11.06	37.45	62.54
OTHER						
GRADES 7 10	138	21.97	70.79	7.22	4.00	95.99
GRADES 1 4	91	32.33	62.12	5.54	9.73	90.26
UNKNOWN						
GRADES 7 10	68	25.52	71.55	2.91	11.02	88.97
GRADES 1 4	53	32.61	38.40	28.97	0.00	100.00
ALL RACES						
GRADES 7 10	506	24.97	68.56	6.46	31.48	68.51
GRADES 1 4	318	36.51	50.85	12.62	26.23	73.76

respondents watched TV at that time. Viewership by the target grade Others was minimal. There were insufficient data on all but the Hispanic non-target grade children so no conclusions can be drawn as to what percentage of them watched.

The tabulation of the data across all time periods confirms what has already been learned. LA ESQUINA was watched most by Hispanic children; a relatively large proportion of the TV viewers in that group, at both the target and non-target grade levels, viewed the series.

Summary of LA ESQUINA Findings

The viewership patterns of LA ESQUINA were somewhat atypical as they were highest for the youngest and oldest children, despite the target grades being seven and ten. The rates were also relatively high for the Hispanic children, those for whom the series was targeted. Fifteen percent had seen the series the previous week, and 42 percent had watched it at some point. The awareness rate was 58 percent, and the preference rate was 28 percent, for Hispanics. All these figures are quite respectable.

The typical watched-last-week viewer was an Hispanic tenth grader, while the typical ever-watched viewer was an Hispanic first grader. The series was available at only two times, both on Sunday afternoons. It fared well both times, but the earlier time had higher audience shares.

As with the other ESAA-TV series, frequency of viewing and family viewership habits were unrelated to LA ESQUINA viewership. The data were not sufficient to draw firm conclusions regarding preference and awareness in relation to the rates for the competition.

QUE PASA, USA?

QUE PASA, USA? is a half-hour situation comedy series aimed at children 12 and above. The show focuses on the generation gap in a typical Cuban-American family, and it is targeted primarily for Cubans. The show was aired for the first time just before this survey began.[1/] All the data for this show were collected in the Miami area, hence the regional issue, the UHF/VHF issue, and the public/commercial issue will not be presented.

Issue 1: Develop estimates of the proportion of viewers for QUE PASA, USA?

The data for this issue are presented in Table 6.47. Each of the four viewership variables are analyzed separately for grade and for ethnicity/race since the sample size was insufficient for crossing both these variables.

The watched-last week data indicate that 6 percent of the Hispanics watched QUE PASA, USA?. Five percent of the seventh grade students and 3 percent of the tenth graders watched. Viewership was 0 to 2 percent among the other groups.

The ever-watched rates ranged from 5 to 18 percent, with the highest rate for Hispanics. The series did not seem successful in maintaining the interest of Blacks or Hispanics, as relatively few Hispanics, and no Blacks, watched the previous week.

The heard-of data indicate that all ages but the first graders (8%) had heard of the show at approximately the same rate (25%). The Hispanics had the highest awareness rate, 35 percent. Others were low, at 12 percent.

The preference data were generally quite low. Six percent of the first graders preferred QUE PASA, USA?. the same rate as Hispanics. The low rate was 2 percent among Others.

1/ The series had premiered far enough in advance of the site visit that all respondents had an opportunity to "watch-that-week" and to have "ever-watched" as well.

TABLE 6.47: VIEWERSHIP OF QUE PASA, USA? BY GRADE AND ETHNICITY/RACE

GRADE

	Grade 3			Grade 5			Grade 7			Grade 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK	1	93	6	2	84	14	5	85	11	5	88	7
EVER WATCHED	8	63	29	15	86	1	18	69	2	13	84	3
HEARD OF	8	63	29	23	76	1	25	73	2	25	73	2
PREFERRED	6	65	9	6	93	1	6	90	2	5	90	3

ETHNICITY/RACE

	Black			Hispanic			Other			Unknown		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK	0	90	10	6	93	0	1	98	0	5	89	6
EVER WATCHED	9	91	0	10	88	2	5	87	8	11	84	5
HEARD OF	13	80	7	25	63	2	12	88	0	23	73	5
PREFERRED	3	92	5	6	92	2	2	97	1	8	89	3

NOTE: Table entries are row percents within each cell.

[ ] * Target audience. For QUE PASA, USA? the target audience is seventh and ninth grade Latinos.

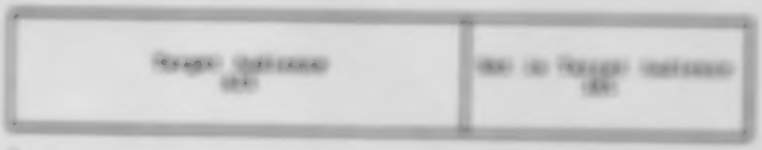
Issue 2: Determine the characteristics of viewers for QUE 7454, [illegible]

The data for this issue are presented in Figure 6.10. The watched-last-week data are presented for grade and for race, while the ever-watched data are presented for grade by race.

The watched-last-week data indicate that most of the audience were in the target grades (78%) and most were Hispanic (74%). The ever-watched data indicate that almost half the viewers were Hispanic seventh and ninth graders. A sizable portion of the audience was made up of Hispanic fourth graders (15%). Thus, it appears as though the series is drawing the audience for which it was designed, in that it is not drawing large numbers of them.

Viewers were also classified by target or non-target. Most of the watched-last-week viewers were in the target audience (62%), but only 43 percent of the ever-watched audience were in the target audience. These data are presented in Figure 6.10.

WATCHED LAST WEEK



EVER WATCHED

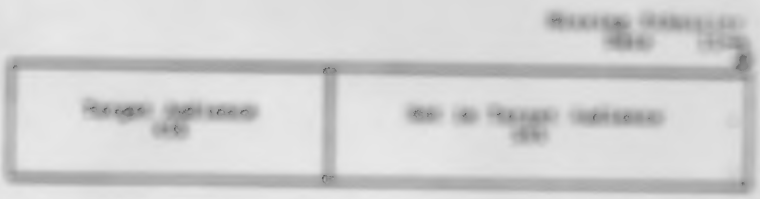
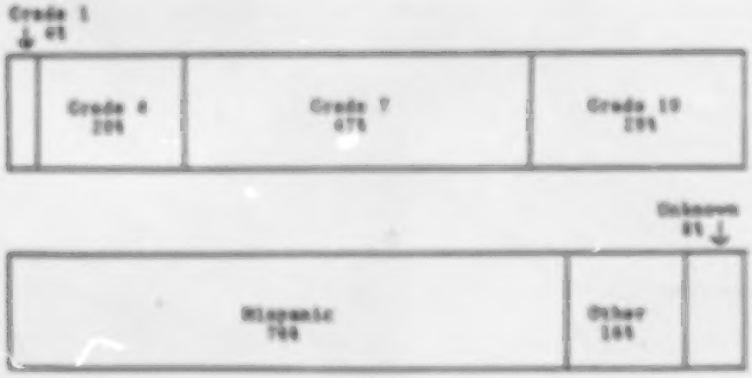


FIGURE 6.10: QUE 7454, WHO VIEWED BY TARGET AUDIENCE MEMBERSHIP

WATCHED LAST WEEK



EVER WATCHED

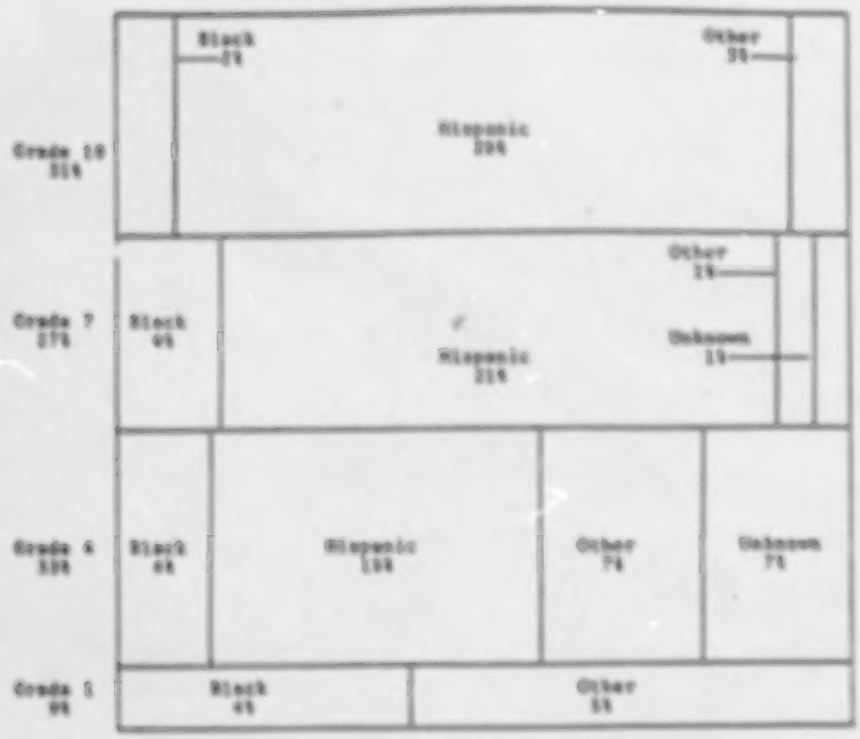


FIGURE 6.14: CHARACTERISTICS OF QUE PASA, USA? VIEWERS

Issue 6: Determine if QUE PASA, USA? viewership varies by the frequency of a child's TV viewership

The data for this issue are presented in Table 6.48. There were not enough respondents to cross grade by ethnicity, so only the tables for grade, and for ethnicity are presented.

There was no relationship, for grade or ethnicity, between frequency of TV viewing and QUE PASA, USA? viewership. In general, viewership was lower for grades 1 and 10, and among Hispanics.

Issue 7: Determine whether family viewership habits serve as barriers to, or facilitators of, QUE PASA, USA? viewership

The data for this issue are presented in Appendix G, Table G.11. Grade by ethnicity breakdowns are not reported; there were sufficient data only for totals by grade and by ethnicity. Findings for the individual questions reveal very few differences between viewers and non-viewers. All the QUE PASA, USA? viewers watched on Saturday morning by themselves at least once in a while, but only two-thirds of the non-viewers did so. More Level B Other non-viewers were told to watch certain programs than were viewers. These were the only apparent differences.

There was no overall relationship between family viewing habits and QUE PASA, USA? viewership. This was true for all races and grades. The trends presented here follow the pattern of the other shows: higher viewership among the younger children; frequent viewing with siblings; children selecting their own progams; and little parental guidance in program selection.

Issue 8: Determine the relative degree to which the potential audience prefers QUE PASA, USA? to other types of programs

The data for this issue are presented in Appendix G, Table G.12. There was very little information available for this issue since the series was only on at one time at one site. Preference for QUE PASA, USA? was highest among first graders and Hispanics, and lowest among Others. The series competed relatively well with the News and Unknown competition, but not with Other competition.

TABLE 6.48: FREQUENCY OF TV VIEWING BY QUE PASA, USA? VIEWERSHIP

LEVEL A

GRADE 1		Frequency of Viewing High 1	2	3	Low 4
Total -	Viewer	0	11	67	22
	Non-viewer	0	20	63	17

LEVEL B

GRADES 4,7,10		Frequency of Viewing High 1	2	3	Low 4
Black -	Viewer	0	69	31	0
	Non-viewer	0	56	43	1
Hispanic -	Viewer	0	23	69	8
	Non-viewer	0	41	49	10
Other -	Viewer	0	66	34	0
	Non-viewer	1	33	56	10

ALL ETHNICITIES		Frequency of Viewing High 1	2	3	Low 4
Grade 4 -	Viewer	0	51	49	0
	Non-viewer	2	49	48	1
Grade 7 -	Viewer	0	39	56+	5
	Non-viewer	1	54+	40	5
Grade 10 -	Viewer	0	20	68	12
	Non-viewer	0	22	62	16

NOTE: Table entries are row percents.

Issue 9: Determine if the potential audience is aware of QUE PASA, USA? and its competitors

The data for this issue are presented in Appendix G, Table G.13. Since there was a sufficient response for only two competitors, very little can be said about this issue. All the students had high rates of awareness of the competitors, in contrast to the relatively low awareness rates for QUE PASA, USA? Both the preference and awareness data should be interpreted carefully however, since the series was so new, and had so little time to establish itself before this survey was undertaken.

Issue 10: Determine the portion of the television viewing audience watching QUE PASA, USA? and the relationship between viewing and the time of day during which the program was broadcast

The data for this issue are presented in Table 6.49. Since QUE PASA, USA? was only shown at one time period, no summary table is presented.

The viewership rates in general were quite high during this period as about 60 percent of all children were watching TV. Seven percent of the target grades were watching QUE PASA, USA?, but 15 percent of the Hispanic target grades were watching QUE PASA, USA? The only other groups watching QUE PASA, USA? were first and fourth graders, Other and Unknown.

Given the minimal time this series aired before the survey, and its target audience definition, this series seems to be doing quite well. Unfortunately, this survey is unable to determine whether the series improved with time and with broadcasts in other sites, or whether this initial response waned with time and exposure.

Summary of QUE PASA, USA? findings

The viewership data show that QUE PASA, USA? was getting higher viewership rates among the target audience. About 4 percent of the older children viewed QUE PASA, USA? and 6 percent of the Hispanics

TABLE 6.49: PORTION OF AUDIENCE ANALYSIS FOR QUE PASA, USA? BY TIME PERIOD

QUE PASA, USA? TARGET GRADES 7 10 / TIME PERIODS:	ASKED ABOUT QUE PASA, USA? (UNWEIGHTED FREQUENCIES)	WATCHED TELEVISION IN TIME PERIOD (WEIGHTED PERCENTAGES) YES	NO	UNUSABLE DATA	PROGRAM SELECTION OF TELEVISION VIEWERS WATCHED QUE PASA, USA? (WEIGHTED PERCENTAGES) YES	NO
ALL TIME PERIODS						
BLACK						
GRADES 7 10	125	60.69	25.18	14.11	0.00	100.00
GRADES 1 4	52	57.41	29.81	12.77	0.00	100.00
HISPANIC						
GRADES 7 10	198	52.64	43.42	3.93	15.38	84.61
GRADES 1 4	53	47.60	31.04	21.34	0.00	100.00
OTHER						
GRADES 7 10	129	59.60	30.16	10.23	0.00	100.00
GRADES 1 4	160	75.52	16.98	7.49	3.32	96.67
UNKNOWN						
GRADES 7 10	17	67.65	13.28	19.06	0.00	100.00
GRADES 1 4	35	49.03	46.89	4.07	8.44	91.55
ALL RACES						
GRADES 7 10	467	56.95	34.45	8.58	6.51	93.48
GRADES 1 4	300	61.64	26.83	11.52	2.75	97.24

6.141

viewed. The typical viewer who has ever watched QUE PASA, USA? is an Hispanic tenth grader. The series was aired during only one time period, so the share of audience analysis had limited utility. It did indicate that over half the target audience is viewing TV at that time however, and 15 percent of them viewed QUE PASA, USA?

There was no indication that frequency of TV viewing or family viewing habits affected viewership of QUE PASA, USA? The preference and awareness data were limited, but the rates were lower for QUE PASA, USA? than for the competition.

GETTIN' OVER

GETTIN' OVER is a series of half hour programs for adolescents, stressing the information they will need to cope with their new responsibilities. The show is aimed at adolescents of all races and ethnicities.

Almost 250 students were asked about viewership of GETTIN' OVER, but none had watched the previous week, and very few had ever watched. Since there is such a small amount of data for this show, and almost no viewership, the only issue which will be presented for this series is that of viewership estimates.

Issue 1: Develop estimates of the proportion of viewers for GETTIN' OVER

The data for this issue are presented in Table 6.50. Since there were so few respondents for this show, separate breakdowns by grade and by race are presented, rather than crossing both variables simultaneously.

The watched-last-week data indicate that there were no viewers the previous week, for any grade or ethnicity/race. The ever-watched data provided slightly higher rates. The target rates were very low, 0 and 2 percent, but the rate for fourth graders was 7 percent. The same data for ethnicity/race indicated very low Hispanic viewership (2%) and low viewership for Blacks (4%) and Others (5%).

The heard-of data were also very low, especially among tenth graders (0%) and Hispanics (1%). The highest rate was for the fourth grade (17%), a non-target grade. Like REBOP, GETTIN' OVER seems to have its strongest appeal among students who have not yet entered the target grades/ages.

The preference data were also very low, as only 1 percent of the tenth graders and 3 percent of the Hispanics expressed any preference for GETTIN' OVER.

TABLE 6.50: VIEWERSHIP OF GETTIN' OVER BY GRADE AND ETHNICITY/RACE

GRADE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK	NOT ASKED			0	67	33	0	92	8	0	70	30
EVER WATCHED				7	73	20	2	94	4	0	82	18
HEARD OF				17	63	20	9	87	4	0	82	18
PREFERRED				0	85	15	0	100	0	1	81	18

ETHNICITY/RACE

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK	0	96	4	0	94	6	0	81	19	0	65	34
EVER WATCHED	4	96	0	2	96	2	5	84	11	0	79	21
HEARD OF	4	96	0	1	97	2	12	77	11	12	67	21
PREFERRED	0	100	0	3	95	2	0	92	8	0	85	15

NOTE: Table entries are row percents within each cell.

☐ = Target audience. For GETTIN'OVER, the target audience is seventh and tenth graders.

The portion of audience analysis (which is not presented since it is always zero) indicates that the series was broadcast at reasonable hours (i.e., the children could watch, yet the competition was not prime time). The times were: Saturday (2:30 p.m.), Sunday (noon), and Wednesday (12:30 p.m.). This latter time would indicate that children could watch only during classtime or lunchtime. As many as 21 percent of the seventh and tenth grades reported watching at this time, but none viewed GETTIN' OVER.

The preference and awareness data are presented in Appendix G, Tables G.14 and G.15, respectively. There will not be a discussion of these issues since insufficient data exist to obtain a representative picture of the GETTIN' OVER audience.

MUNDO REAL

MUNDO REAL is a series of half-hour bilingual programs for 8 to 14 year olds. The show is designed for Hispanic audiences, and focuses on a Puerto Rican family.

Over 700 children were asked about MUNDO REAL, but none reported watching it the previous week, and very few reported ever watching the series. Accordingly, only the viewership estimates will be presented for this series.

Issue 1: Develop estimates of the proportion of viewers for MUNDO REAL

The data for this issue are presented in Table 6.51. Since there were so few viewers (and relatively few respondents) the data are presented separately for grade and ethnicity/race, rather than crossing both variables.

The watched-last-week data indicate that no viewership occurred during the previous week, for any grade or ethnicity. The ever-watched data were slightly higher, with rates of 1 or 2 percent for the various groups. The heard-of data were somewhat higher, with as many as 7 percent of the fourth graders having heard of MUNDO REAL. These rates are still exceedingly low if the series is to draw any viewership. No children in the sample indicated they would prefer to watch MUNDO REAL.

On the basis of these figures it is apparent that few children have ever heard of the show, let alone watched it even once. The portion of audience analysis indicated that 28 percent of the target audience was watching TV during the times MUNDO REAL was broadcast (Wednesday at 4 p.m., Saturday at 2 p.m., Thursday at noon, and Monday at 11:30 a.m.). These were not times when MUNDO REAL was facing prime competition, yet it still failed to attract any viewers. For MUNDO REAL to draw any viewership, at the very least it must find a means of gaining some awareness among the students.

TABLE 6.51: VIEWERSHIP OF MUNDO REAL BY GRADE AND ETHNICITY/RACE

GRADE

	Grade 3			Grade 4			Grade 7			Grade 11		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK				8	81	11	8	80	12	8	88	3
EVER WATCHED	NOT ASKED			2	87	11	1	80	9	2	97	1
HEARD OF				7	82	11	6	87	8	2	97	1
PREFERRED				8	91	9	8	90	6	8	100	0

ETHNICITY/RACE

	Black			Hispanic			Other			Unknown		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
WATCHED LAST WEEK	8	84	16	8	50	42	8	81	9	8	80	14
EVER WATCHED	1	90	9	1	81	18	2	81	6	8	80	12
HEARD OF	6	87	8	3	72	24	6	83	6	8	81	12
PREFERRED	8	94	6	8	39	61	8	91	9	8	87	3

NOTE: Table entries are row percents within each cell.

☐ = Target audience. For MUNDO REAL target audience is fourth, seventh and tenth grade Hispanics.

The preferences and awareness data for this audience are presented in Appendix C, Tables C.16 and C.17, respectively. Since there are not enough data to present a complete picture for this audience, no discussions accompany these issues.

Additional Analyses

Issue 11: Determine the favorite television program of the potential audience members.

This final section presents the results of the question which asked the fourth, seventh, and tenth graders to list their favorite television programs. The data for this analysis were not weighted nor was the analysis conducted separately for each ECOT-TV series, so it does not relate to any individual ECOT-TV series. The top five favorite programs for each grade by ethnicity group are presented in Table 6.11 along with the number of respondents who listed each program as their favorite.

The results show several interesting findings about children's television preferences. The first is that a few television programs were universally popular among the respondents regardless of grade or ethnic group. They were: CHARLIE'S ANGELS, STARSKY AND HUTCH, and HAPPY DAYS. These three programs occurred in nearly every one of the top five listings, with CHARLIE'S ANGELS usually being number one or closest to the number one spot.

A second interesting trend in these results was that there were some ethnic differences particularly in the Black respondents' favorite programs. WHAT'S HAPPENING is the favorite program among Blacks at all three grade levels. GOOD TIMES and THE JEFFERSONS were also favorite programs and, furthermore, these two were frequently listed only by Black children. All three of these programs have Black casts and it is not surprising to find that they were favored by Black children. These data suggest how important it is that children be able to identify with the characters portrayed and that programs with minority faces do fill a void in television offerings. This is particularly relevant for ECOT-TV. Of course, characters of the same ethnic group are not sufficient for attracting minority viewers.

TABLE 6.52: TOP FIVE FAVORITE TELEVISION PROGRAMS BY GRADE AND ETHNICITY/RACE

Ethnicity/Race	GRADE 4	7	10	TOTAL
BLACK	What's Happening (54) Charlie's Angels (46) Good Times (36) Happy Days (27) Starsky and Hutch (15)	What's Happening (127) Charlie's Angels (47) Good Times (43) Starsky and Hutch (40) The Jeffersons (14)	What's Happening (55) Charlie's Angels (27) Good Times (24) Starsky and Hutch (23) The Jeffersons (15)	What's Happening (236) Charlie's Angels (120) Good Times (103) Starsky and Hutch (78) Happy Days (47)
HISPANIC	Charlie's Angels (129) Happy Days (60) Starsky and Hutch (33) Brady Bunch (24) What's Happening (19)	Charlie's Angels (76) Starsky and Hutch (70) Happy Days (59) What's Happening (32) 8 is Enough (18)	Starsky and Hutch (51) Charlie's Angels (50) Happy Days (44) What's Happening (29) Baretta (21)	Charlie's Angels (255) Happy Days (163) Starsky and Hutch (154) What's Happening (80) Baretta (40)
OTHER	Charlie's Angels (156) Happy Days (83) Starsky and Hutch (74) Brady Bunch (38) Donny and Marie (32)	Charlie's Angels (176) Starsky and Hutch (159) Happy Days (67) M*A*S*H (63) 8 is Enough (55)	Starsky and Hutch (139) M*A*S*H (112) Charlie's Angels (90) Happy Days (50) Ba Ba Black Sheep (42)	Charlie's Angels (422) Starsky and Hutch (372) Happy Days (200) M*A*S*H (187) Ba Ba Black Sheep (115)
TOTAL[1/]	Charlie's Angels (384) Happy Days (197) Starsky and Hutch (142) What's Happening (90) Brady Bunch (82)	Charlie's Angels (346) Starsky and Hutch (298) What's Happening (203) Happy Days (154) 8 is Enough (84)	Starsky and Hutch (227) Charlie's Angels (187) M*A*S*H (140) What's Happening (107) Happy Days (106)	Charlie's Angels (917) Starsky and Hutch (663) Happy Days (457) What's Happening (400) M*A*S*H (229)

NOTE: The number of children who selected that program as their favorite is given in parenthesis.

[1/] The Total frequencies may exceed the sum of the three ethnic/racial groups because the Totals also include the favorite programs of the respondents of unknown ethnicity.

The Hispanic children were similar to the non-minority children in their favorite programs, although the Hispanic children at all three grade levels did frequently list WHAT'S HAPPENING as a favorite program. WHAT'S HAPPENING was unique in that it was a favorite program for both Blacks and Hispanics but not for the non-minority children.

One particularly interesting characteristic of the favorite program findings was the absence of any differences between the grade levels. The exceptions to this were BRADY BUNCH, a fourth grade favorite; EIGHT IS ENOUGH, a seventh grade favorite; and M*A*S*H, a seventh and tenth grade favorite. Even with these programs considered, the degree of agreement across a 6 or 7 year age span is rather surprising. None of the favorite programs is targeted uniquely for children or young people. Furthermore, the favorite programs are all broadcast in the evening. The findings for this issue suggest that a good deal of television viewing is probably occurring with other members of the family and that there is a high degree of unanimity in what viewers enjoy.

7

IN-HOME SURVEY RESULTS

The in-home survey component of the ESAA-TV Viewership Survey was designed to fulfill two purposes - one, to obtain additional information from parents and preschool siblings that would help to establish a proper perspective for interpreting the in-school findings; and two, to provide a means to check the consistency of responses given in the home and in the school.

The initial part of this chapter will deal with the first objective of the in-home survey, i.e., to provide additional data relevant to the purposes of this evaluation, data designed to complement those collected in-school. For various reasons certain types of data could only be collected in-home (e.g., parent attitudes, preschool viewership data, etc.). This section of the report presents and discusses these findings.

The composition of the 993 in-home surveys has been described earlier (see Chapter 4). As in the in-school survey, minorities were over-sampled. However, unlike the in-school survey, the data will not be weighted to provide population estimates. The primary purpose of this survey was to provide hypothesis-generating findings rather than generalizable conclusions. Furthermore, these data were collected on only a subset of the children, so the use of detailed breakdowns by race and/or grade is severely restricted. Because these findings are from a small sample, and because they

are not representative of the population, the reader must be cautioned to interpret these findings as additional clarifying information and to avoid generalizing these findings beyond the scope of this study.

The second part of this chapter deals with three types of consistency checks. Separate sections are devoted to various types of questions (actual viewership, viewership habits, favorite shows, etc.) since the degree of reliability can vary due to the type of respondent and the type of question asked.

1. Additional Findings

The in-home interviews provided an opportunity to obtain additional data from preschoolers and parents. Each issue covered during the in-home survey is presented separately in this section of the report.

1.1 Preschool Viewership

The preschoolers were asked heard-of and ever-watched questions for the ESAA-TV series, POPEYE, SESAME STREET, and a distractor show, MAGIC BOX. A description of each show was included in the ever-watched question, but not in the heard-of question, so this prompting may have increased the ever-watched rates somewhat. The viewership findings are presented in Tables 7.1 and 7.2.

An examination of Table 7.1 indicates that there were relatively few respondents for most of the programs. Many of the Black and Hispanic preschoolers had heard of CARRASCOLENDAS and VEGETABLE SOUP. VILLA ALEGRE was heard of most often by Hispanics, and to a lesser extent by Blacks and Others. The viewership rates for the other ESAA-TV series were considerably poorer, especially compared to the non-ESAA-TV programs or even the distractor program.

The ever-watched data are presented in Table 7.2. CARRASCOLENDAS was watched by Blacks and Hispanics, as was VILLA ALEGRE, but SESAME STREET and POPEYE were far more popular. Half of the respondents reported having seen MAGIC BOX, the distractor show.

LE 7.1: PRESCHOOL VIEWERSHIP FOR HEARD-OF QUESTION

	Black				Hispanic				Other			
	Yes		No		Yes		No		Yes		No	
ESAA-TV Program:	N	%	N	%	N	%	N	%	N	%	N	%
CARRASCOLENDAS	5	56	4	44	14	67	7	33	3	19	13	81
GETTIN' OVER	NOT ASKED											
INFINITY FACTORY	2	33	4	67	2	17	10	83	3	20	12	80
LA BONNE AVENTURE	0	0	0	0	0	0	0	0	0	0	4	100
LA ESQUINA	0	0	0	0	4	40	6	60	1	20	4	80
MUNDO REAL	NOT ASKED											
QUE PASA, USA?	NO RESPONDENTS											
REBOP	0	0	5	100	2	14	12	86	3	50	3	50
VEGETABLE SOUP	3	50	2	40	2	40	3	60	0	0	4	100
VILLA ALEGRE	2	25	6	75	17	63	10	37	8	33	16	67
Non-ESAA-TV Program:												
SESAME STREET	10	91	1	9	32	89	4	11	28	100	0	0
POPEYE	12	92	1	8	24	77	7	23	22	76	7	24
Distractor Program:												
MAGIC BOX	4	50	4	50	7	47	8	53	3	30	7	70

NOTE: Table percents are calculated within ethnicity by row.

TABLE 7.2: PRESCHOOL VIEWERSHIP FOR EVER-WATCHED QUESTION

	Black						Hispanic						Other					
	Never		Some		Lots		Never		Some		Lots		Never		Some		Lots	
ESAA-TV Program:	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
CARE'SCOLLEGIAS	1	14	1	14	5	72	3	20	4	27	8	53	7	70	2	20	1	10
GETTIN' OVER	NOT ASKED																	
INFINITY FACTORY	2	50	1	25	1	25	6	75	2	25	0	0	5	50	2	20	3	30
LA BONNE AVENTURE	NO RESPONDENTS																	
LA ESQUINA	0	0	0	0	0	0	4	50	0	0	4	50	0	0	1	100	0	0
MUNDO REAL	NOT ASKED																	
QUE PASA, USA?	0	0	0	0	0	0	1	100	0	0	0	0	2	100	0	0	0	0
REBOP	0	0	0	0	0	0	5	83	0	0	1	17	3	50	2	33	1	17
VEGETABLE SOUP	2	50	1	25	1	25	6	75	1	13	1	13	3	50	2	33	1	17
VILLA ALEGRE	1	25	2	50	1	25	8	32	4	16	13	52	10	56	3	17	5	27
Non-ESAA-TV Program:																		
SESAME STREET	0	0	4	36	7	64	4	11	5	14	27	75	1	3	3	9	28	88
POPEYE	0	0	0	0	12	100	4	15	1	4	22	81	3	11	7	26	17	63
Distractor Program:																		
MAGIC BOX	3	50	2	33	1	17	7	50	2	14	5	36	5	36	3	33	1	11

NOTE: Table percents are calculated within ethnicity by row.

7.2 Favorite Programs

The data for the favorite program of the Level B children were presented in Chapter 6. The preschoolers and first graders (Level A) were asked to list their favorite programs only during the in-home survey. Table 7.3 presents these findings by age and ethnicity of respondent.

As was evidenced in the viewership data, SESAME STREET again took top honors, followed by HAPPY DAYS and Cartoons. These analyses also revealed an absence of ethnic appropriate favorite shows reported by the older children, and the popularity of the Fonz with young children.

7.3 Quality of Reception and ESAA-TV Viewership

The parents were asked to describe the quality of the reception of the ESAA-TV channel on the set their child watched. There were five responses available: poor, good, excellent, mixed, and don't know. These responses were crossed with the child's viewership data for the ever-watched, heard-of, and watched-last-week questions. Rather than making separate tables for each show, the viewership was collapsed across all ESAA-TV series. If a child had heard of any ESAA-TV series, had watched one last week, or had ever watched any ESAA-TV series, then s/he was counted as a viewer (or "yes" respondent) for purposes of these analyses.

The heard-of data are presented in Table 7.4 and Table 7.5. The first table presents the data by grade, while the second presents the same data by ethnicity. Neither table reveals any relationship between the heard-of data and the quality of reception for any grade or ethnicity.

The comparable data for the ever-watched and watched-last-week questions are presented in Tables 7.6 through 7.9. While there are changes in the viewership rates, there are no changes which indicate a relationship between quality of reception and ESAA-TV viewership. The distribution of viewers tends to follow the distribution of non-viewers regarding quality of reception.

TABLE 7.5: YOUNG CHILDREN'S FAVORITE PROGRAMS

Preschoolers			
1.	SESAME STREET (15)	1. SESAME STREET (12)	1. SESAME STREET (27)
2.	BIG BIRD (9)	2. HAPPY DAYS (10)	2. HAPPY DAYS (11)
3.*	MICKEY MOUSE (7)	3. POPEYE (14)	3. CAPTAIN KANGAROO (8)
3.*	CARTOONS (General) (7)	4. BIG BIRD (13)	4.* BIG BIRD (8)
			4.* BRADY BUNCH (8)
First Graders			
1.	POPEYE (16)	1. SESAME STREET (17)	1. BRADY BUNCH (12)
2.*	SESAME STREET (9)	2. BRADY BUNCH (14)	2. HAPPY DAYS (10)
2.*	BIG BIRD (8)	3. SIX MILLION DOLLAR MAN (14)	3. POPEYE (11)
4.*	HAPPY DAYS (7)	4. HAPPY DAYS (13)	4.* SESAME STREET (10)
4.*	BATMAN (7)		4.* BIG BIRD (10)

NOTE: Frequencies are noted in parentheses.
*Indicates ties.

TABLE 7.8: [illegible] VIEWERSHIP (ANY [illegible]) BY GRADE BY QUALITY OF RECEPTION

HEARD OF:		Poor	Good	Excellent	Mixed	Don't Know
Grade One[a]	- Viewer	11	33	13	9	7
	Non-Viewer	5	37	6	3	3
Grade Four[b]	- Viewer	9	33	10	6	6
	Non-Viewer	6	33	5	6	6
Grade Seven[c]	- Viewer	7	35	10	7	5
	Non-Viewer	5	34	4	5	6
Grade Ten[d]	- Viewer	5	38	8	6	7
	Non-Viewer	6	36	9	4	5

NOTE: Table entries are within grade percents.
a = Based on 100 respondents.
b = Based on 312 respondents.
c = Based on 330 respondents.
d = Based on 302 respondents.

TABLE 7.9: [illegible] VIEWERSHIP (ANY [illegible]) BY ETHNICITY BY QUALITY OF RECEPTION

HEARD OF:		Poor	Good	Excellent	Mixed	Don't Know
Black[a]	- Viewer	7	37	10	6	5
	Non-Viewer	9	30	9	8	5
Hispanic[b]	- Viewer	9	38	11	5	6
	Non-Viewer	5	14	3	4	4
Other[c]	- Viewer	6	37	10	9	6
	Non-Viewer	6	34	8	5	6

NOTE: Table entries are within ethnicity percents.
a = Based on 203 respondents.
b = Based on 207 respondents.
c = Based on 374 respondents.

[redacted]

[redacted]		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

[redacted]

[redacted]

[redacted]		[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]

[redacted]

TABLE 7.8: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY GRADE BY QUALITY OF RECEPTION

WATCHED LAST WEEK:		Poor	Good	Excellent	Mixed	Don't Know
Grade One[a]	- Viewer	3	8	3	2	2
	Non-Viewer	13	43	14	5	8
Grade Four[b]	- Viewer	3	5	3	2	3
	Non-Viewer	14	42	11	9	8
Grade Seven[c]	- Viewer	1	6	1	1	1
	Non-Viewer	10	52	13	9	7
Grade Ten[d]	- Viewer	0	2	0	1	0
	Non-Viewer	9	52	18	7	11

NOTE: Table entries are within grade percents.
a - Based on 200 respondents.
b - Based on 199 respondents.
c - Based on 219 respondents.
d - Based on 201 respondents.

TABLE 7.9: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY ETHNICITY BY QUALITY OF RECEPTION

WATCHED LAST WEEK:		Poor	Good	Excellent	Mixed	Don't Know
Black[a]	- Viewer	1	3	2	2	1
	Non-Viewer	14	57	12	4	5
Hispanic[b]	- Viewer	4	10	3	1	1
	Non-Viewer	11	38	11	7	14
Other[c]	- Viewer	1	3	1	0	1
	Non-Viewer	10	49	17	10	8

NOTE: Table entries are within ethnicity percents.
a - Based on 206 respondents.
b - Based on 243 respondents.
c - Based on 370 respondents.

Thus, these analyses fail to indicate a relationship between quality of reception and ESAA-TV viewership. While broadcasters always try to assure the highest quality of reception for viewers, this study found no support for the idea that this practice will improve ESAA-TV viewership.

1.4 Parental Attitudes and ESAA-TV Viewership

The same viewership data calculated for the previous analyses were used to determine if there was any relationship between ESAA-TV viewing and parental attitudes toward TV; i.e., were the parents influencing the child's selection. The only attitude question asked of the parents was a yes-no question: Have you ever told your child to watch certain TV programs? (Other questions were originally included in the questionnaire, but were eliminated during the OMB process.) The results, presented in Tables 7.10 to 7.15, are crossed by grade and by ethnicity for each viewership variable except preference.

The heard-of data had two cases where there was a slight, but statistically insignificant, relationship. The first grade viewers had proportionately more parents who responded yes than the non-viewers. This same pattern was true for the Other category in the ethnicity table. None of the relationships approached statistical significance for the ever-watched data. Only one relationship, that for fourth graders, approached significance for the watched-last-week data. There were proportionately more fourth grade non-viewers whose parents responded yes.

Thus, as in the quality of reception issue, there are no data to indicate a relationship between ESAA-TV viewing and parental response to the attitude question. A few cases approach, but do not attain, significance. Even then there are inconsistencies in the direction of the relationship, indicating only chance occurrences.

TABLE 7.10: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY PARENT'S ATTITUDE BY GRADE

HEARD OF:		Parent Has Told Child to Watch	Parent Has Not Told Child to Watch
Grade One[a]	- Viewer	41	28
	Non-viewer	14	17
Grade Four[b]	- Viewer	27	29
	Non-viewer	23	20
Grade Seven[c]	- Viewer	28	30
	Non-viewer	20	22
Grade Ten[d]	- Viewer	20	29
	Non-viewer	18	33

NOTE: Table entries are within grade percents.

a - Based on 211 respondents.
b - Based on 208 respondents.
c - Based on 221 respondents.
d - Based on 212 respondents.

TABLE 7:11: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY PARENT'S ATTITUDE BY ETHNICITY

HEARD OF:		Parent Has Told Child to Watch	Parent Has Not Told Child to Watch
Black[a]	- Viewer	24	28
	Non-viewer	18	30
Hispanic[b]	- Viewer	27	41
	Non-viewer	13	19
Other[c]	- Viewer	33	22
	Non-viewer	24	22

NOTE: Table entries are within ethnicity percents.

a - Based on 205 respondents.
b - Based on 261 respondents.
c - Based on 212 respondents.

TABLE 7.12: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY PARENT'S ATTITUDE BY GRADE

EVER WATCHED:		Parent Has Told Child to Watch	Parent Has Not Told Child to Watch
Grade One[a]	- Viewer	39	27
	Non-viewer	16	18
Grade Four[b]	- Viewer	22	22
	Non-viewer	29	27
Grade Seven[c]	- Viewer	17	24
	Non-viewer	31	28
Grade Ten[d]	- Viewer	14	20
	Non-viewer	24	42

NOTE: Table entries are within grade percents.

a - Based on 206 respondents.
b - Based on 208 respondents.
c - Based on 221 Respondents.
d - Based on 212 respondents.

TABLE 7.13: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY PARENT'S ATTITUDE BY ETHNICITY

EVER WATCHED:		Parent Has Told Child to Watch	Parent Has Not Told Child to Watch
Black[a]	- Viewer	19	22
	Non-viewer	24	35
Hispanic[b]	- Viewer	25	34
	Non-viewer	14	27
Other[c]	- Viewer	23	17
	Non-viewer	33	27

NOTE: Table entries are within ethnicity percents.

a - Based on 204 respondents.
b - Based on 260 respondents.
c - Based on 383 respondents.

TABLE 7.14: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY PARENT'S ATTITUDE BY GRADE

WATCHED LAST WEEK:		Parent Has Told Child to Watch	Parent Has Not Told Child to Watch
Grade One[a]	- Viewer	10	7
	Non-viewer	43	41
Grade Four[b]	- Viewer	5	10
	Non-viewer	45	39
Grade Seven[c]	- Viewer	3	6
	Non-viewer	45	47
Grade Ten[d]	- Viewer	1	1
	Non-viewer	36	62

NOTE: Table entries are within grade percents.

a - Based on 215 respondents.
b - Based on 204 respondents.
c - Based on 220 respondents.
d - Based on 212 respondents.

TABLE 7.15: ESAA-TV VIEWERSHIP (ANY ESAA-TV) BY PARENT'S ATTITUDE BY ETHNICITY

WATCHED LAST WEEK:		Parent Has Told Child to Watch	Parent Has Not Told Child to Watch
Black[a]	- Viewer	4	5
	Non-viewer	38	53
Hispanic[b]	- Viewer	8	11
	Non-viewer	31	50
Other[c]	- Viewer	3	3
	Non-viewer	53	41

NOTE: Table entries are within ethnicity percents.

a - Based on 210 respondents.
b - Based on 258 respondents.
c - Based on 383 respondents.

1.5 Young Children's Abilities

The parents of first graders and preschoolers were asked a series of questions to determine the abilities of those children regarding television. An analysis of these findings indicated:

- All the first graders and 96 percent of the preschoolers could turn on the TV without help.
- Eighty-eight percent of the first graders and 61 percent of the preschoolers could turn to the PBS channel by themselves.
- Almost all the first graders (98%) and most of the preschoolers (84%) could find a show they wanted by turning the channel selector.
- Ninety-eight percent of the first graders and 59 percent of the preschoolers could turn to a specific channel number when requested to do so.
- Only 49 percent of the preschoolers remembered the channel number for their favorite programs, and 90 percent of the first graders remembered.
- Seventy-eight percent of the first graders knew the time their programs were on, and 86 percent knew the day. The figures for preschoolers were 49 percent and 47 percent respectively.

These figures indicate that children learn how to use a TV set early in life. By the time they reach first grade, most of the children are able to control every aspect of the home set. Thus ESAA-TV viewership, or any other viewership, does not seem to be limited by the child's inability to manipulate a TV set.

1.6 Viewing Times

Most of the children in the survey had regular evening viewing times, as reported by the parents. The preschoolers viewing period generally started at 6:00 p.m. (57%) or 7:00 p.m. (33%), and usually ended at 8:00 p.m. (34%) or 9:00 p.m. (40%).

The school age children tended to start about the same times, 6:00 p.m. (46%), 7:00 p.m. (34%), or 8:00 p.m. (17%). They viewed until later in the evening however. Only 15 percent ended by 8:00 p.m.; most ended at 9:00 p.m. (45%) or 10:00 p.m. (27%).

These figures lend support to the notion of a family viewing period in the early evening. However, a considerable number of young children are still viewing past the 9:00 p.m. end of the family period.

1.7 Favorite Program, Parents' Perceptions

The parents were asked to list their favorite programs, and those of their children (in-school respondent and preschooler if appropriate). The General News category was selected as the parents' favorite program by 8 percent of the respondents, followed closely by CHARLIE'S ANGELS (7%). HAPPY DAYS and ANOTHER WORLD tied for third (7%). Thus, there is a fair degree of overlap between the parents' favorite programs and those of their children (i.e., CHARLIE'S ANGELS and HAPPY DAYS).

Parents were generally unsuccessful at naming the program they felt was their child's favorite. Overall, however, their perceptions were not too different from those presented earlier by the school and preschool children. The parents' list for the perceived favorite programs of school children was: HAPPY DAYS (22%), CHARLIE'S ANGELS (14%), BRADY BUNCH (14%), SIX MILLION DOLLAR MAN (12%), and SESAME STREET (10%). Their list for preschoolers was: SESAME STREET (36%), HAPPY DAYS (20%), Cartoons-General (16%), and BRADY BUNCH (12%).

Parents were also asked to list the programs they had told their children to watch. With the exception of SESAME STREET, these lists do not correspond to those of children's favorite programs. The school age list was: Specials (32%), Network Afternoon Specials (19%), SESAME STREET (11%), and Network Movies (8%). The list for preschoolers was similar: Specials (32%), SESAME STREET (21%), Network Afternoon Specials (11%), and Cartoons-General (10%).

These figures indicate that many parents are aware of the special programs available for children in time to tell their

children about them. Promotion efforts are effective, then, but with the exception of SESAME STREET, the TV programs are not attractive and/or available frequently enough to young viewers to become their favorite programs. Very few children selected a special or one-time broadcast as a favorite program.

1.8 Parent Viewing Habits

The parents were asked to indicate their frequency of viewing at various times of the day. This set of findings, presented in Table 7.16, indicates that parents are frequent viewers, and that with the exception of Saturday morning (high viewing rates for the children), their viewing habits are not too different than those of their children.

TABLE 7.16: PARENTS' VIEWING PERIOD

TIME PERIOD:	Always	Most of the time	Once in a while	Never
Early Morning	6	4	12	78
During Lunch	14	11	18	57
After School	10	12	33	45
After Supper	26	37	35	6
Saturday Morning	6	7	23	64

NOTE: Table entries are within row percents.

1.9 Parent Awareness of ESAA-TV Series

During the in-home survey the parents were asked several yes-no questions regarding their own experience with each of the ESAA-TV series and several distractor shows. Specifically parents were asked:

- Have you heard of _____?
- Have you told your child to watch _____?
- Have you ever seen _____?

The only ESAA-TV series which parents seem to have heard about were VILLA ALEGRE (33%) and CARRASCOLENDAS (21%). Not surprisingly, the highest awareness rates were among Hispanic parents. All of the other ESAA-TV series were below the 10 percent level, and most were below 5 percent. These were considerably below the rate of several of the distractors: MAGIC BOX (16%) and BUENOS AMIGOS (15%). This same pattern of results held for the "Told child" question also. Only VILLA ALEGRE (19%) and CARRASCOLENDAS (17%) exceeded the distractor rates.

Of the parents who answered the ever-watched question, 41 percent said they had seen VILLA ALEGRE, while 32 percent had seen CARRASCOLENDAS. No other series exceeded the distractor rates. It should be pointed out that these ever-watched figures may be somewhat inflated since many of the parents, presumably non-viewers, did not answer this question. In any event, parent awareness of the ESAA-TV series is very low, and this limited awareness may be contributing to both their own and their children's low viewership rates.

1.10 Further Demographics

Both the in-school and in-home samples were described earlier in terms of their basic demographic make-up. More detailed information was requested from the in-home respondents, to provide a more complete description of the sample.

The largest group of respondents, 46 percent, were between 31 and 41 years of age. Thirty-two percent of the sample was over 41 years old, while 22 percent were between 21 and 30. Less than 1 percent of the sample was 20 or under.

Mothers provided most of the answers during the in-home survey (87%). Fathers were the respondents 9 percent of the time, and another relative provided answers 4 percent of the time. Since mothers provided so much of the data, this may explain the high frequency of daytime viewing and the popularity of an afternoon soap opera.

The in-home survey also provided information about the highest educational attainments of the parents. Only 5 percent of the men and 3 percent of the women did any post-college course work. Only 6 percent of the men and 4 percent of the women finished college, but 19 percent of the men, and 18 percent of the women, had some college, trade, or technical training. Twenty-five percent of the men, and 39 percent of the women finished high school, and another 12 percent of the men, and 17 percent of the women, had some high school training. A sizable proportion of the sample had less than an eighth grade education: 17 percent of the men and 18 percent of the women. Very few households had no woman present, 1 percent, while 16 percent had no man present.

The parents were asked to classify themselves according to a set of income ranges. The interviewers explained that the information was for a combined family income, before taxes. These findings, consistent with the SES information, indicated that our sample was skewed toward the lower end of the income distribution. The ranges specified and the responses were:

- Less than $3,000 per year (7%)
- $3,000 to $5,999 (15%)
- $6,000 to $9,999 (19%)
- $10,000 to $14,999 (23%)
- $15,000 to $18,999 (13%)
- $19,000 to $24,999 (10%)
- Over $25,000 (7%)
- Don't know (5%).

These figures are quite consistent with those presented earlier. There is no indication that this sample is not a representative cross section of the intended audiences for the ESAA-TV Program. Minorities were oversampled, so it is not surprising to find a sample skewed toward the lower ends of the SES, income, and educational distributions.

2. In-school/In-home Reliability

As mentioned previously, there were several different types of data to which consistency checks were applied. These included viewership data (both for ESAA-TV and non-ESAA-TV series), viewing habit responses, parent/student attitudes toward viewership, and favorite programs. All of these areas are addressed below.

2.1 Viewership Data

On the in-school questionnaire the children were asked about the viewership of every time period during which any ESAA-TV series was broadcast (up to 14 times for Level B children and 3 times for Level A children). The in-home survey repeated the identical questions for three of these time periods (or fewer if fewer were originally asked about) for both Level B and Level A children. Thus, viewership data were available for both ESAA-TV and non-ESAA-TV series and since the viewership rates were different, the reliability data will be presented separately for each Level, and for each type of viewership (ESAA-TV or non-ESAA-TV).

The agreement rates were computed for each time-and-day-specific response. Responses which were missing or unusable were not included in these rates.

The average agreement rate for the ESAA-TV viewership data was 91 percent for the Level B children. This indicates that 9 out of every 10 responses were consistent between the in-school answer and the in-home answer. Further examination of these data indicated that the agreement rate was lowest for the heard-of question, 81 percent. This is not surprising since a positive response was a prerequisite for a disagreement, and the "heard-of" measure of viewership elicited the most positive responses. Questions which were almost always answered no (e.g., the ESAA-TV watched-last-week questions) had a higher agreement rate, 98 percent. The agreement rate for the preference question was also high, 95 percent. The rate on the ever-watched question was 87 percent.

Only the watched-last-week and preference questions were checked for the Level A children. Their average agreement rate was 88 percent, 92 percent for the watched-last-week questions, and 83 percent for the preference questions.

The viewership data for competing programs were also checked. As expected, the overall rate of agreement was lower for these programs, since more children reported a positive response. The overall rates for the Level B and Level A children were 81 percent and 73 percent, respectively. The lowest agreement rates for the Level B children were for the ever-watched (73%) and heard-of (78%) questions. Their rates for the preference and watched-last-week questions were 84 percent and 87 percent, respectively. The rates for the Level A children were 82 percent for the watched-last-week question and 69 percent for the preference question.

These agreement rates are quite acceptable if examined as a measure of reliability. If one interprets these rates as validation rates however, they are less acceptable. It is not appropriate to treat these rates as a validation since the entire notion of validation assumes that one standard is in fact correct, an assumption unjustified in this study. These consistency checks indicate that most of the data are in fact reliable and that the respondents were consistent.

There are a number of reasons for disagreements in the viewership data. Any test-retest reliability check results in inconsistencies. The circumstances under which this survey was conducted increased the opportunities for inconsistencies. For example, in regard to the heard-of question, the fact that the child had just heard of the series in school a day or two earlier may have contributed to the inconsistencies. The matrix section of the Level B questionnaire was complex, and in some sites it took up to an hour to complete. Some children may have failed to complete the forms in school, but did answer the questions in the home, thus inflating the disagreement rate.

The time delay between the two surveys, up to a week, may also have contributed to the disagreement rates. Awareness of ESAA-TV series may have been heightened, children may have been confused about their previous week's viewing, or they may have been more careful in the in-home, personalized interview.

The agreement rates were also higher for the ESAA-TV series, and most of the conclusions deal primarily with the ESAA-TV series. While empirical evidence is not available to allow us to say conclusively that these explanations account for all of the discrepancies, they do minimize the impact of the disagreement rates on the credibility of the in-school findings. Further, we found that the disagreement rates were not necessarily skewed in one direction. Some students' in-home response was that they watched a program, while they said they did not in-school. Others said they watched in the in-school response, but responded oppositely at home. Thus, the distribution of disagreements tends to be balanced and supports the study conclusions.

The parent's responses regarding the child's viewership were compared several ways. The child's over-watched data from the in-school were compared to the parent's answers regarding the child's viewership. The average agreement rate was 76 percent for the ESAA-TV series. The high rate was 86 percent for SESAME, and the low rate was 58 percent for QUE PASA, USA?

As mentioned earlier, the first graders were asked the same over-watched questions in-home that they were asked in-school. Comparing their in-home responses with their parent's responses revealed a mean agreement rate of 80 percent, ranging from 89 percent on LA ESQUINA to 77 percent on VEGETABLE SOUP and on MAGIC BOX, a distractor program.

Viewership was also computed for the preschoolers from their in-home responses. Comparing their over-watched responses with those of their parent's revealed an 88 percent agreement rate, ranging from 95 percent on CARRASCOLENDAS to 67 percent on LA ESQUINA. The agreement rate for the distractor program, MAGIC BOX, was 79 percent.

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Thus the reliability of the viewership data with the parents' responses is generally high. There are discrepancies, but the parents cannot be expected to have complete knowledge of their children's viewership. There is no indication that the children are providing any inaccurate responses on a large scale. About 60 percent of the time the parents and the children agree on the child's viewership.

2.5 Favorite Program

The older children were asked to list their one favorite program on both the in-home questionnaire and the in-school questionnaire. The fourth graders had a 74 percent agreement rate, the seventh graders had a 65 percent agreement rate, and the tenth graders had a 74 percent agreement rate between these answers on the two questionnaires.

The younger children (first graders and preschoolers) were asked the favorite program question only on the in-home survey. They were asked to list four favorite programs. The parents were asked to list four programs for each child (in-school and pre-schoolers if applicable). For the preschool children, most parents, 68 percent, were unable to match any of their preschooler's favorite programs. Six percent made one match, and 6 percent made two or more matches. The first grade responses followed a similar pattern; 64 percent of the parents made no matches, 8 percent had one match, and 18 percent matched two or more responses.

Thus, while the parents were generally in agreement with their children on their viewership, they were generally incorrect when providing information regarding their young child's favorite program.

2.6 Viewing Habits

A number of questions regarding the frequency of the child's TV viewership (Always, Most of the time, Once in a while, Never) at certain times of the day (before school, during lunch, after school, after supper, or on Saturday morning) were asked of both the parents

and the students. The number of TV sets in the home was also asked of both groups.

The viewing habits responses were in agreement 46 percent of the time. The best rate was for Saturday morning (51%), and the worst was 43 percent, for after school viewing. The parents consistently underestimated the frequency of viewing, relative to the child's response. When the rate was recomputed, allowing for the next higher or lower answer, the agreement rate rose to 81 percent. The response to the number-of-TV-sets question was a frequent source of disagreement; only a 36 percent agreement rate was achieved.

It appears as though parents are not a good source of information concerning children's viewing habits. It is not clear whether this is because they really do not know the true extent of their child's viewing, or whether they just want to give a socially desired response by minimizing the frequency of viewing and availability of a TV set.

2.4 TV Attitudes

Only two questions dealt with attitudes toward TV. One question asked whether the parent told the child to watch certain programs. The other asked how often the child selected his/her own program. Here the agreement rate was low - 37 percent for the "child selecting his programs" question, and 57 percent for the "parental suggestion" question. Parents underestimated the frequency of the child picking his own program, but there was no bias in the error rates for the other question. Half of the inconsistencies were parents who said they told the child to watch, and the child said they didn't. The other half were just the opposite: parents who said no, but whose children said yes.

2.5 Summary

The reliability analyses led to several conclusions. A large amount of agreement was found throughout the various checks that were made. Some of the disagreements were predictable. Fortunately, the overall agreement rates were high and the conclusions are

basically sound and probably represent an accurate picture of the viewership of the ESAA-TV series during the time period of the survey.

8

PRINCIPAL AND TEACHER SURVEY RESULTS

As part of the in-school survey, teachers and principals were asked to provide information regarding their knowledge and use of ESAA-TV series and other educational television programs. Some demographic and descriptive data were also obtained. Separate sections of this chapter present the findings from each of these groups of respondents. These data are representative of the information reported by the teachers and principals who participated in the study. Since the study sample was designed to obtain a representative sample of children and not school personnel, these data cannot be generalized to the nation's teachers and principals.

1. Principal Survey Results

One hundred and ninety principals participated in this part of the survey. Most of these principals (43%) were from schools with enrollments of 500 to 999. Twenty-three percent represented schools of 1,000 to 1,999 students, while another 21 percent had enrollments of 250 to 499. The remainder were from schools of over 2,000 (8%) or under 250 (6%). No demographic questions were asked of the principals.

1.1 Number of TV Sets Available and Their Use

The principals were asked several questions about the availability and use of TV. Their responses indicated that each school had

an average of 6.4 TV sets available for use (in working condition). Many schools had considerably fewer sets available, however. Eighteen percent had no set available, 12 percent had only one set, 14 percent had two, and 11 percent had three sets available. Thus, more than half the schools had three or fewer TV sets.

Principals were asked how often these sets were used in class as part of instruction. Nine percent said every day, 26 percent responded once or twice a week, 27 percent responded once or twice a month, 23 percent said once every two or three months, and 15 percent said never. Those principals who indicated TV sets were used as part of instruction were asked how many students viewed at the indicated frequency. Most principals indicated either 10 to 25 percent (31%) or less than 10 percent (30%). Sixteen percent indicated 26 to 50 percent of the students viewed, 14 percent indicated 51 to 75 percent viewed, and 8 percent said over 75 percent of the students viewed.

The same question was asked about the use of the TV sets for non-instructional purposes. Most of the principals said the sets were never available for that purpose (53%) or only once every two to three months (31%). Four percent replied that the sets were always (i.e., daily) used for non-instructional purposes, 4 percent said once or twice per week, and 7 percent said once or twice per month.

Those principals who did report at least some non-instructional TV use were asked how many of the students viewed at the indicated frequency. Most indicated that the number was low; 58 percent said less than 10 percent of the students, 20 percent said 10 to 25 percent, and 9 percent said 26 to 50 percent. Only 9 percent indicated viewing by more than 75 percent, while 4 percent indicated 51 to 75 percent of the students viewed.

Principals were also asked if they had a designated media coordinator. Seventy-four percent did, and 26 percent did not.

. Teacher Survey Results

A total of 343 teachers completed the teacher questionnaire. ost taught one of the four grades surveyed: first (27%), fourth 25%), seventh (24%), or tenth (23%). A considerable number also aught grades eight (8%), nine (9%), eleven (13%), or twelve (10%).[1/] ost (98%) spoke English as the primary classroom language, while percent spoke primarily Spanish.

Eighty-seven percent were White, 11 percent were Black, and percent were Asian or Pacific Islanders. The teachers also pro- ided information about their ethnic heritage. There were no Cubans r Puerto Ricans; 7 percent were Mexican, and 2 percent were other ispanics. One percent were French-Canadian. The rest had "other" thnic heritages.

.1 TV Set Availability

The teachers were asked to indicate how often a working set was vailable for their use in the classroom. The results indicated a ipolar distribution, as 37 percent never had a set available, while 8 percent always did. Another 15 percent had a set available once r twice per week, 10 percent had a set once or twice per month, and 0 percent had a set only once every two or three months.

These data complement that of the principals. While most chools have sets available for use, they are obviously not available n an equal basis for all classes, as indicated by the teacher's esponses. There are no data in this survey which relate to school olicy in this regard, but perhaps the NCES/CPB study will eventually rovide data on this issue.

.2 Teacher Awareness and Use of ESAA-TV

The teachers were asked the same "heard-of" question for the ame programs that the principals were asked. The pattern of results as quite similar, although awareness was slightly higher for

[1/] The teachers were asked to list all the grades they taught, and since a number of them did teach more than one grade, these figures sum to more than 100 percent.

teachers. The leading series were: VILLA ALEGRE (37%), VEGETABLE SOUP (23%), CARRASCOLENDAS (27%), and INFINITY FACTORY (18%). All the remaining ESAA-TV series had lower rates than the distractors, MAGIC BOX (15%) and BUENOS AMIGOS (10%).

The teachers also indicated which of these series they had seen during the school year. Again the same four series exceeded the distractor rate: VILLA ALEGRE (17%), CARRASCOLENDAS (10%), VEGETABLE SOUP (8%), and INFINITY FACTORY (7%). No other ESAA-TV series exceeded the distractors, MAGIC BOX (4%) and BUENOS AMIGOS (3%).

Even fewer teachers had recommended or assigned any of the series to be watched at home. VILLA ALEGRE (4%), CARRASCOLENDAS (3%), and VEGETABLE SOUP (2%) were the only ones to exceed the 1 percent rate for the distractors. A similar pattern held for the question regarding in-school use of the series. VILLA ALEGRE (3%), CARRASCOLENDAS (3%), and INFINITY FACTORY (2%) were the only series to exceed the distractor rates.

The teachers were asked to provide the names of other programs they had recommended for home viewing and those they used in school. Specials (55%) headed the home list, followed by News (20%), ROOTS (18%), Network Movies (15%), and SESAME STREET (14%). The in-school list was led by News (30%), then ELECTRIC COMPANY (17%), Specials (17%), COVER TO COVER (17%), and INSIDE OUT (15%).

2.3 Teacher Guide Materials

Teachers were asked about their awareness and use of teacher guide materials for each of the series and the distractors. Six percent of the teachers were aware of the guides for VILLA ALEGRE, VEGETABLE SOUP, and CARRASCOLENDAS. (Guides do exist for these series.) Four percent were aware of the guides for MAGIC BOX, a distractor. No other series exceeded these rates. The usage rate of the guides was virtually zero.

Teachers were also asked to list any other programs for which they had used teacher guides. Four percent of the teachers listed INSIDE OUT, 3 percent listed Music and/or Nature shows, and 2 percent listed ELECTRIC COMPANY and SESAME STREET.

2.4 Teachers Attitude Toward Educational TV Usage

The teachers were asked the identical attitude question asked of the principals. Most (67%) felt educational TV should be viewed both at home and in school. Twenty percent felt it was more appropriate in the home, while 5 percent felt it should be watched mostly in school. Twenty percent felt there was no difference, and no one felt it should not be watched at all.

2.5 Summary

These findings provide further confirmation of the minimal supplemental viewing of ESAA-TV series in the classroom. Most teachers have not even heard of the series, let alone seen or used them. This is true despite the fact that this survey oversampled minority districts and may actually be reporting inflated rates. The lack of promotion and the limited teacher/principal awareness may have played a major role in limiting the children's viewership.

The findings for the teachers are quite similar to those presented by Pedone and Dirr (1978). Their NCES/CPB study found 72 percent of teachers had instructional programming available, and 66 percent had TV sets accessible for classroom use. This study found that 82 percent of the schools had at least one working set, and that 63 percent of the teachers reported sets accessible for classroom use.

Much of the instructional television (ITV) capability of the schools is not being utilized. Relatively few teachers were aware of, or using, the broadcast or nonbroadcast materials for the series asked about. Yet there was an average of 6.4 sets in their schools

for each school day. Since 70 percent of the schools had enrollments of 500 to 999 or less, it appears as though there are many student hours potentially available for ITV use that are not being utilized.

The last point to be made about these data concerns the distractor rates. As with the principal data, many teachers claim to be aware, using, etc. the distractor programs. The data probably overestimate to some extent the actual usage rates, since many teachers/principals claim more than the facts justify. Because the ESAA-TV series rates were so low, especially relative to the distractor rates, several planned analyses relating the children's viewership to the principal's/teacher's behaviors were abandoned. At this time there is not enough awareness among school faculty members to consider such analyses. If teacher awareness is raised, such efforts may prove worthwhile in the future.

9

SUMMARY AND CONCLUSIONS

The ESAA [illegible]rogram is a unique social experiment [illegible] that it attempts to u[illegible] te[illegible]vision as a means to reduce cultural isolation among young people. The ESAA-TV series, each with its own target audience, objectives, funding, and production histories, are the individual vehicles through which the ESAA-TV Program will hopefully achieve its goals. The study presented in this report has focused on the viewership of ten of the ESAA-TV series. This final chapter will assemble and summarize some of the principal findings which have been discussed for each series.

The purpose of aggregating the findings across series is not to provide contrasts. There are differences in viewership which this final presentation will make apparent; the differences, however, are difficult to interpret because of the numerous factors which could be responsible for them. The viewership rates of all the series are being examined together to present an overall picture of the degree of success ESAA-TV has achieved in delivering its message to minority and non-minority children. Assembling the series findings highlights the patterns which occurred across the individual sets of results.

Given the numerous influences upon ESAA-TV viewership, the interpretation of the viewership findings is not a straightforward issue. The standard of comparison that one adopts dictates whether the findings are to be seen as "good" or "bad." The second section of this chapter discusses several of the perspectives which can be

adopted to determine the significance of the results. Regardless of the perspectives taken, the results raise several considerations with regard to the future direction of the ESAA-TV Program. A discussion of the policy implications of this study closes the chapter and the report.

The analyses of the four viewership questions have been presented throughout this report as the proportion of children who watched last week, ever watched, etc. For the purposes of evaluating the ESAA-TV Program, it would be useful to know the actual number of children represented by these proportions, particularly since the actual numbers differ considerably from series to series. For example, 2 percent of the first graders in the INFINITY FACTORY coverage areas represents more children than 2 percent for LA BONNE AVENTURE because the former series was carried by many more stations.

Population estimates of the number of viewers cannot be accurately projected from the proportions for a number of reasons. The estimated populations of the coverage areas for each of the ESAA-TV series were presented in Chapter 2. These estimates of the number of people able to watch each ESAA-TV series were based on the AREAPOP I and 1970 Census data. AREAPOP I mapped Grade A coverage areas for public television stations. This mapping provided only an approximation of coverage as it did not take into account variations in the signal strength associated with differences in the terrain (e.g., mountains). The inaccuracies resulting from the imprecise method of mapping, combined with the dated nature of the Census information, resulted in a certain degree of error in the population projections for the coverage areas. The precise nature and extent of this error is unknown.

In converting the sample findings to estimated viewership for the combined coverage areas for each ESAA-TV series (weighting procedure), several types of information were required. One was the population estimates, based on the 1970 Census, for the number of people able to watch each ESAA-TV series. Other information included the population of the school district and the number of

classes at grades 1, 4, 7 and 10 in the district selected. This second type of information was current data. While both types of information were the best available, the necessity of combining dated and current information in the weighting formula introduced an additional source of error. A bias of this type has less of an effect on the estimated proportion than on the actual numerical projections. The error enters into the numerator (number of viewers) and denominator (number of potential viewers) in the proportion, and since both terms are equally biased, the overall error in the proportion is less than in either of the terms by themselves. Projections of actual numbers of viewers, while certainly desirable, would have been inappropriate because of the biases introduced by the dated Census figures. In interpreting the findings, the reader is referred to Chapter 2 to gain a general perspective of the relative size of the potential audience for each ESAA-TV series.

1. Viewership of ESAA-TV

The findings from the in-school survey will be reviewed and aggregated in relation to several key issues. The results will be recapitulated through a series of summary tables. One of the most important issues to be discussed will be viewership by the target audience members.

1.1 Awareness of ESAA-TV

A relatively small proportion of children were found to be aware of the ESAA-TV series. Table 9.1 presents the proportion of children who had heard of each series by grade. When the same children were asked about their awareness of some competitor programs (Issue 9), generally between 70 and 80 percent of the respondents were familiar with each competitor. The rates of awareness varied for each ESAA-TV series and each grade, but they rarely exceeded 30 percent and never exceeded 60 percent. For both the competition and the ESAA-TV series, the only children who were asked about a a program were those living in an area where it was being broadcast during the survey period, May and June of 1977.

TABLE 9.1: AWARENESS OF ESAA-TV BY GRADE

	GRADE 2			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Discernible Error	Yes	No	Discernible Error	Yes	No	Discernible Error	Yes	No	Discernible Error
HEARD OF:												
[illegible]	25	65	10	18	73	9	09	91	0	09	91	0
[illegible]	14	76	10	13	87	10	11	93	6	9	88	0
REBOP	27	65	10	17	73	9	16	84	0	10	73	9
[illegible]	28	57	15	18	70	12	19	88	7	10	79	9
[illegible]	27	63	10	12	80	8	07	88	5	10	73	7
[illegible]	24	76	0	17	78	5	0	93	5	0	92	0
[illegible]	89	87	7	88	88	0	88	84	8	22	81	9
QUE PASA, USA?	0	83	20	13	78	5	06	78	0	12	73	15
[illegible]		NOT ASKED		17	83	09	8	87	4	4	81	15
[illegible]		NOT ASKED		7	82	11	4	87	8	2	87	0

NOTE: Table entries are within grade row percents

[illegible] = Target Spec

1.2 Viewing of ESAA-TV at Some Time in the Past

Given that less than a third of the children in the coverage areas had heard of each ESAA-TV series, it is apparent that even fewer children had seen one. The proportion of children who had ever watched each series is presented in Table 9.2. The proportions of children who had ever watched each ESAA-TV series were slightly lower than the proportions of children who indicated they had heard of each series. Generally, between 10 and 25 percent of the children reported having ever seen an ESAA-TV series. The proportions for the first graders were consistently highest among the grade levels with one exception, QUE PASA, USA? The higher proportion of first grade viewers may mean that young children have sampled the ESAA-TV series more extensively than older children; it also may mean that first graders are likely to respond that they have watched more programs than they actually have. The second explanation is supported by the findings on the students' responses to non-existent programs. While the first graders did indicate they

TABLE 9.2: VIEWERSHIP (EVER-WATCHED) OF ESAA-TV BY GRADE

	GRADE 1			GRADE 2			GRADE 3			GRADE 10		
	Yes	No	Response Rate	Yes	No	Response Rate	Yes	No	Response Rate	Yes	No	Response Rate
[illegible]	[illegible]											
[illegible]	[illegible]											
[illegible]	[illegible]											
[illegible]	[illegible]											
[illegible]	[illegible]											
[illegible]	[illegible]											
[illegible]	[illegible]											
[illegible]	[illegible]											
[illegible]	[illegible]											

NOTE: [illegible]

[illegible]

had watched ESAA-TV series more than they had watched distracter programs, their rate of response to the distracter programs was highest among the grade levels. The results for Grade 1 should be tempered with the knowledge that young children have a tendency to respond positively.

9.9 Viewing of ESAA-TV Last Week

The relationship between watching at some time in the past and watching last week is informative in that it gives some idea of how many children had seen a series and returned to it as regular viewers. Not all regular viewers would watch a series every week, but the more severe the discrepancy between the number of children who viewed at least once in the past and the number who watched during any particular week, the stronger the indication that the series is not being watched regularly. The proportions of children who indicated they watched the series during the week prior to data collection are presented in Table 9.3.

Table 8.3: Viewership (last week) of Sesame Street by child

	Grade 1			Grade 2			Grade 3			Grade 4		
	Yes	No	Viewers (%)	Yes	No	Viewers (%)	Yes	No	Viewers (%)	Yes	No	Viewers (%)
Gender (of child)												
Female	45	22		31	13		0	0	0	0	0	0
Male	38	17		37	19		0	0	0	0	0	0
Total	83	39		68	32		0	0	0	0	0	0
Preschool age	45	26		31	19		0	0	0	0	0	0
Kindergarten	38	13		37	13		0	0	0	0	0	0
Is home visited	41	18		31	17		0	0	0	0	0	0
Is regular	11	7		7	6		0	0	0	0	0	0
Has TV, VCR	1	0		1	0		0	0	0	0	0	0
Parent view				0	0		0	0	0	0	0	0
Home view				0	0		0	0	0	0	0	0

Note: Table omitted for brevity (see text).

Target age

These proportions were low, with most ranging between 0 and 1 percent. At best, they mean that the Sesame Street viewership is sporadic, not regularly; on any given week, only a limited number of the ongoing viewers could be found to the series. In short, they indicate that a sizable portion of the children who have seen the series once did not find it to be so interesting as the competition. The next set of data suggest this latter explanation may be the case.

8.8 Preference for the Sesame Street Series

There can be many reasons why a child did not watch a television series in any particular week. The weather may have been nice and the child was playing outside (more likely in May).[1] Someone else in the family may have been watching a different program. The series may have been broadcast when the child was eating dinner.

[1] Nielsen data do indicate that there is less television viewing by children in May.

To bypass these types of constraints on viewership, children were given the names of ESAA-TV series and its competitors in that time slot from the prior week and asked to indicate which one they would prefer to watch. The proportions who preferred each ESAA-TV series over its competitors are presented in Table 9.4. Most of the preference rates for the two younger grades were between 5 and 10 percent; for the older grades, they were between 0 and 5 percent. These figures were slightly higher than the proportion of children who watched last week. This difference may be accounted for by a small portion of the regular ESAA-TV audience who did not happen to watch during the survey week.

The low magnitude of the preference figures provides some indication of why ESAA-TV viewership is low. Neither time of broadcast, competing activities or competing family members would have prevented children from indicating they preferred to watch one of the ESAA-TV series (even if they may have been unable to actually watch it). The ESAA-TV series were not more attractive to the children than the competition programming broadcast at the same time. An

TABLE 9.4: PREFERENCE FOR ESAA-TV BY GRADE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
PREFERRED:												
CARRASCOLENDAS	80	13	17	5	88	7	2	94	4	2	95	3
[illegible] FACTORY	7	81	12	8	84	8	2	94	4	2	95	3
[illegible]	10	54	36	1	89	6	5	92	3	4	93	3
[illegible] SOUP	9	56	35	8	81	11	3	92	5	3	92	5
[illegible]	8	58	32	9	90	6	4	93	3	5	92	3
[illegible]	38	38	11	11	91	7	5	94	1	3	97	
[illegible]	28	62	10	19	81	0	12	88	0	17	83	0
[illegible]	6	85	9	4	95	1	6	94	2	3	95	2
[illegible]	NOT ASKED			0	95	15	0	100	0	1	81	18
[illegible]	NOT ASKED			6	91	3	8	91	6	0	100	0

NOTE: Table entries are within grade percents

[ ] = Target Ages

analysis of the preferences expressed for the ESAA-TV competitors found that Cartoons, Situation Comedies, Game Shows, and Sports were the most preferred types of competition (Issue 8). Of course, many of the preferences the children expressed may have resulted from the appeal of a "known" title versus an "unknown" ESAA-TV title (i.e., the low awareness of the ESAA-TV series relative to the high awareness of the competition probably affected the preference data).

1.5 Target Audiences

The discussion above omitted the question of target audience viewership to focus attention on overall exposure to ESAA-TV. The whole picture is important in that it gives some idea of the range of children who are being touched by the ESAA-TV series. The ESAA-TV viewership data, however, also need to be examined with respect to the target audience, those viewers each series was designed to reach.

All ten ESAA-TV series had a target age range which was highlighted in the four tables presented earlier. In general, the positive response to the series was higher on all aspects of viewership among the target grades. (Two exceptions to this involved high viewership by first graders not in the target audience.) The differences between the target and non-target age groups occurred primarily with heard-of and ever-watched questions. The differences on the watched-last-week and preferred questions were consistent in direction but smaller in magnitude than those found for the other two.

The highest rates of viewership were found for those series which were also targeted by ethnicity. Table 9.5 presents the watched-last-week viewership and the ever-watched viewership for four of the six series with a target ethnic group. For these four series (CARRASCOLENDAS, VILLA ALEGRE, LA ESQUINA, and QUE PASA, USA?), the viewership rates among the target ethnic group, Hispanics,

TABLE 9.5: ESAA-TV VIEWERSHIP AMONG THE TARGET ETHNIC GROUP

	WATCHED LAST WEEK			EVER WATCHED		
	Yes	No	Unusable Data	Yes	No	Unusable Data
RRASCOLENDAS						
Hispanic - Grade 1	11	75	14	36	53	11
Hispanic - Grade 4	13	66	21	30	54	16
LLA ALEGRE						
Hispanic - Grade 1	9	71	20	45	37	18
Hispanic - Grade 4	12	64	24	41	43	16
ESQUINA						
Hispanic	15	77	8	42	55	3
E PASA, USA?						
Hispanic	6	85	9	18	80	2

OTE: Grade by ethnicity breakdowns cannot be presented for LA ESQUINA and QUE PASA, USA? due to the smaller sample sizes for these two series.

exceeded the overall viewership for the series.[1/] Furthermore, the viewership proportions by ethnicity for these series generally exceeded the overall rates for the other ESAA-TV series as well. This trend was further confirmed when last week's viewership of the ESAA-TV series was analyzed only for those who were watching television at the time the series were broadcast (Issue 10). At many time periods, the Hispanic series drew a respectable share of the Hispanic television viewers. This suggests that minority viewers, at least Hispanic viewers, are most attracted to a series designed specifically for their ethnic group. The series targeted for all ethnicities were poorly received by all ethnicities.

1/ The other two series targeted by ethnicity were LA BONNE AVENTURE and MUNDO REAL. Despite efforts to include them, no known members of LA BONNE AVENTURE's target audience, i.e., French-Canadian first graders, were in the sample. MUNDO REAL had extremely low viewership among all groups.

In summary, children in the target grades viewed more than those in the non-target grades. If the series was targeted by ethnicity, the children in both the target age and target ethnic group viewed considerably more than the other target age children.

1.6 Factors Related to Viewership

The survey findings generally did not indicate a relationship between the other viewership factors examined and ESAA-TV viewership. Proportion of ESAA-TV viewing did not vary with broadcast on a UHF or VHF station or on a public or commercial station (Issues 4 and 5). ESAA-TV viewers and non-viewers did not differ with regard to the child's frequency of television viewing or family viewing habits (Issues 6 and 7). There was one exception to the general finding of most variables studied not being related to ESAA-TV viewership. The analysis of viewing by time periods (Issue 10) showed that the Saturday morning television offerings drew the largest number of children to the TV; however, the portion of the audience watching ESAA-TV was very small. Although fewer children watched television on Sunday morning, the ESAA-TV series drew much larger portions of the audience at this time period. This difference is apparently due to the different competition in each of these time periods. No other time period was particularly favorable or unfavorable for the ESAA-TV series.

1.7 Other Survey Findings

The findings from the teacher and principal survey indicated that knowledge of ESAA-TV was minimal. School personnel generally had not heard of the series, had not seen them, and were not aware of teacher guide materials. Furthermore, they responded favorably as often to non-existent programs as they did to many of the ESAA-TV series.

The major contribution of the in-home component of the survey was that it provided a reliability check of the viewership data collected in school. The results indicated that the viewership data, and particularly the ESAA-TV viewership data, were reliable. In-home data indicated that preschooler awareness and viewership of the ESAA-TV

series were low, that quality of reception and parental attitudes had no relationship to a child's ESAA-TV viewing, that young children could operate a TV set, and that parents were quite inaccurate when asked to name their child's favorite show. The data also indicated that most students did have regular viewing times on weekday evenings.

2. Interpretation of Findings

The findings of the study can be interpreted narrowly as merely the viewership of a number of individual television series. Since this study is one component of USOE's ongoing evaluation of ESAA-TV, this section will utilize a broader perspective. Even within this broad perspective, interpretations of the findings are shaped by assumptions that one brings to the data -- assumptions about television, about education, about social change. It is important to acknowledge this for unstated assumptions may provide the standards from which the judgments of "good or bad" or "high or low" are made. For example, if 5 percent of the fourth graders viewed an ESAA-TV program, is this high or low? To what is the viewership of the series to be compared?

Three approaches to the ESAA-TV series and their underlying assumptions seem to provide the most useful standards for evaluating the significance of the findings. These are:

1. The broadcast television view which compares ESAA-TV programs to the other, mostly entertainment, programs with which ESAA-TV must compete for the viewer's attention.

2. The purposive television view which compares ESAA-TV to other uses of television for purposive communication to specified audiences.

3. The social outcomes view which compares ESAA-TV programs to other means for achieving the same outcomes that were specified by Congress.

Each of these views needs to be considered in interpreting the survey findings for any decisions that are, or will be, made about the ESAA-TV Program.

2.1 ESAA-TV as Broadcast Television

If the viewership of the ESAA-TV series is judged in comparison to their competition, one must draw the conclusion that ESAA-TV is not doing well. When the findings are viewed in standard television terms, they indicate that the ESAA-TV series were generally unsuccessful in attracting and holding an audience. The percentage of children who were aware of the series was much lower than the percentage of children who were aware of the competitors. The percentage of ESAA-TV viewers was even lower than that. While the series did tend to draw more children (higher percentages) among the target audiences, even those percentages were low compared to those of the competition.

The assumption underlying this perspective is that "more is better," and "most is best." "More" in this case means more viewers than the competition; for broadcast entertainment television, "more" is the primary criterion by which to evaluate success. The ESAA-TV competition, for the most part, is broadcast entertainment television. (Actually, the very idea of targeting a television series for a minority group is antithetical to this perspective; by definition, most of the potential audience has been ignored.)

While ESAA-TV differs in many respects (including its purposes and goals) from the other television offerings, it must compete with other types of television programs for viewers. If the ESAA-TV series are not more appealing for children than what is available on other channels, the ESAA-TV message will never be heard. Thus, how well the ESAA-TV series compete against other programs is a legitimate question, given this standard. The fact that the ESAA-TV series have done so poorly is cause for concern.

2.2 ESAA-TV as Purposive Television

Purposive television is that use of the medium in which the communication experience is designed to accomplish certain behavioral purposes (changes in knowledge, feelings, skills, etc.) for a previously specified target audience. Purposive television sometimes involves pretesting the communication, or portions of it, on samples

of the target audience to ensure that the purposes are achieved, and re-designing the experience when they are not. The most common and sophisticated examples of purposive television are television commercials, but purposive TV also includes classroom instructional television, some adult public television, and SESAME STREET. The ESAA-TV series, by this definition, are purposive television in that the producing organizations are required to identify the specific targets and behavioral objectives of their series; "use modern television techniques of research and production to accomplish these objectives; and use effective procedures for evaluating education and other change achieved by children viewing the programs."[1/]

There are several ways that purposive television is different from general entertainment broadcast television. First is the issue of quality versus quantity. In purposive television the ultimate criteria are "who gets how much? as contrasted to "how many are exposed to the communication?" While it can be observed that the sole use of the latter criterion can lead to programming of the lowest common denominator, it should also be noted that there are few other measurable criteria that the general entertainment producer can use. Purposive television includes quality as well as quantity in its criteria for success. The purposive television producer may be interested in measures of impact as well. Materials may be pretested for impact and iteratively modified until that impact is achieved.

A second difference between purposive programming and broadcast entertainment television is that the former is targeted for a particular subgroup of the potential viewing audience. If that group watches, the viewership is "good" even though the viewers may constitute only a small portion of the population in the coverage area. All the ESAA-TV series are targeted for a particular audience. Generally, the positive responses to the series were higher for the target age/grade and markedly higher for the target ethnic groups. Even though ESAA-TV has not achieved maximum viewership among the

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[1/] Emergency School Aid Act (ESAA), Public Law 92-318, Title VII.

target audience, the findings indicate it has been more successful in reaching its intended audience than other audiences.

The final difference between the two types of programming involves the standard of comparison one uses to determine if the viewing rates -- even within the target audience -- should be considered "good." For purposive television, the comparison cannot be broadcast entertainment television but rather the standards achieved by other purposive programs. When one looks to other purposive television programs, including those for adults, their "share" of the total audience is nearly always substantially less than the audience for general entertainment (non-purposive) programs.[1/] In this respect the viewership of the ESAA-TV series is comparable to that of other similar programs. The ESAA-TV series were watched more by the members of the target audience. Within the target audience, the proportions of viewers were low, but this is to be expected given the purposive nature of ESAA-TV. Within the perspective of ESAA-TV as purposive television, the viewership data, while they may not appear to be "good", are certainly not "bad".

2.3 ESAA-TV As a Means to Achieve Social Outcomes

A final perspective which can be adopted to interpret the significance of the viewership findings sees ESAA-TV as a means to produce a social outcome. This perspective examines ESAA-TV with respect to other non-television means to reduce cultural isolation in children and youth. The other projects funded under the ESAA legislation are primary examples of such programs. Does the number of children reached through ESAA-TV equal or surpass the number which could be reached through a different medium? While ESAA-TV may only be viewed by a small percentage of its potential target audience, it may be reaching more children than could be reached by any alternative. This is a difficult comparison to make and there are no readily

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[1/] Such trends are evident in any ratings of these types of programs over the past five years, and were evident at the time field work for this survey was undertaken.

available data to allow conclusions as to the point at which it is less cost effective to use a mass medium to reach a fraction of its potential targets and more cost effective to use a less global approach to reach, but definitely reach, a limited number. Until all the information is assembled, this perspective can offer no judgment on the adequacy of the ESAA-TV viewership.

In considering the appropriateness of television as a means to a social outcome, recognition should be given to the role it plays as a cultural/social influence in American society. Television is increasingly acknowledged as both a mirror, reflecting the prevailing social system, and a significant factor in forming it. In fact, this influence was part of the rationale for the creation of ESAA-TV. The medium derives its power from its pervasiveness -- the amount of time that it takes up in the daily activities of people -- especially children. The findings of this study need to be viewed with that in mind. The ESAA-TV series may have an effect that goes beyond their content and viewership, just because they are television. We do not yet know the consequences of repeated impressions which say to a minority child "you are significant enough for this important part of our society (television) to represent you and to take you into account." The very existence of an alternative form of programming may have benefits which cannot be measured through viewership alone.

3. Policy Implications

Regardless of which perspective one selects for interpreting the findings of this survey, increased ESAA-TV viewership is a worthwhile goal for the U.S. Office of Education. The evaluation presented in this report was primarily concerned with determining the extent of ESAA-TV viewership. As such, it is not possible to recommend an optimal plan of action for USOE to follow beyond the level of concluding that viewership should be improved. However, the findings do raise several issues which should be considered if this goal is to be obtained. These issues are presented primarily as considerations for future study since the ramifications associated with each could be substantial. The next study of ESAA-TV seeks to identify obstacles

to increased viewership. One focus of this next study should be to examine the implications of the suggestions offered below.

1) Awareness. An overall conclusion based on a finding common to all the ESAA-TV series is that awareness needs to be improved. Other than "chance" viewership, awareness is a prerequisite to viewership.

Promotion is the usual method used to introduce a potential audience to a television offering. Promotion can occur at two levels: the station level and the audience level. USOE is presently attempting to increase carriage of the ESAA-TV series through a promotional effort called Television for All Children (TvAC). TvAC involves contacting station managers and making presentations at the stations. The outcome of this effort has been an increase in carriage, particularly commercial carriage, and therefore an increase in the availability of ESAA-TV.

Availability alone, however, will not necessarily increase the proportion of target audience members who have heard of an ESAA-TV series. In addition to increasing carriage, there is a need to make each of the series known to the potential viewers. Promotional campaigns have been conducted in the past for several of the ESAA-TV series. The design of the present survey did not allow an evaluation of the effect of those efforts on viewership; possibly there was no effect or, alternatively, without these campaigns, awareness might have been lower. In either case, the survey findings indicate there still remains much room for improvement.

Several important issues will need to be considered in seeking to increase audience awareness. The first is what portion of the funds allotted to ESAA-TV should be directed toward this effort. Currently, ESAA-TV funding is provided primarily for production. Diverting funds to promotion may seriously impact on the number of series or number of episodes which could be produced. The implications of changing the promotion to production funding ratio will need to be carefully assessed.

A second issue which must be addressed is who should be allotted the responsibility for increasing the potential viewer's knowledge of an ESAA-TV series. It may be unrealistic to expect that promotion can or should be the job of the producing organization. The producers' responsibility usually ends when the series is completed. The fact that they have the skills to produce effective TV does not necessarily mean they have those required to design effective promotion campaigns. Some of the larger organizations can, and may want to, handle the promotion themselves. Many of the smaller organizations cannot handle such efforts however. Promotion could be made the responsibility of independent organizations much the same way TvAC is responsible for promotion to commercial stations. The various ways of incorporating promotion into the ESAA-TV effort on a regular basis should be compared and evaluated.

One final consideration is the type of mechanism which would be the most effective in increasing awareness. All the national series and some of the regional series have promotional packages of one sort or another. It is important that <u>all</u> series have the fullest promotional effort possible. Promotional packages could be developed for each series and provided to the station for use with community outreach and liaison personnel and, in the case of public schools, their school coordinators. Additionally, stations might promote the series in newspapers and on radio, announcing broadcast times and airing clips. Other approaches would be through community organizations and public agencies. Promotional packages including flyers, brochures and posters aimed at adults might be sent to agencies such as minority organizations, schools, parent-teacher associations, church groups, educational associations, welfare offices, hospitals and public health clinics. Children themselves could be reached through schools or through children's organizations such as local YMCAs and Scout groups. The means to improve awareness of each of the ESAA-TV series may lie in any one or a combination of these directions. The feasibility and effectiveness of these various solutions should be explored in seeking to increase awareness of the potential audience. Such exploration should take into account the experiences of the series which have developed and used promotional packages.

2) Appeal. A disturbing finding for all the ESAA-TV series was that substantially more children had ever-watched a series than had watched that week. The series were also not often selected as preferred by those who had seen them. Further, the ESAA-TV series were not able to draw even a small portion of the audience at the times when competitive children's programming was being aired. One possible explanation for all of these findings is that the ESAA-TV series are not attractive or appealing enough to draw and hold an audience, particularly a persistent audience. Therefore, lack of awareness may not be the only problem that is limiting viewership.

While increasing awareness may lead to an increase in trial viewing, the audience must find the program attractive, appealing, and interesting in order to continue viewing. As Mielke stated, "purposive TV ... must succeed in television terms before it can succeed in any other terms."[1/] At the present time, there are insufficient data available on the general appeal of ESAA-TV series. Although all ESAA-TV production contracts require a formative evaluation, the evaluation is limited to a field test of the pilot of the series. Summative evaluations have also been performed but it is difficult to reconcile the positive findings of these evaluations with the fact that only a small portion of the children who ever watch an ESAA-TV series became regular viewers.

The process of evaluating the ESAA-TV series needs to be examined to determine if evaluation, particularly formative evaluation, can be more fruitfully utilized to improve the appeal and quality of the series. The issues which need to be addressed are similar in many respects to those surrounding the promotion problem. Funds channeled into evaluation may mean less funding available for other aspects of the production process. Should fewer series be produced

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1/ Mielke, K.W., Johnson, R.C., and Cole, B.C., The Federal Role in Funding Children's Television Programming. Volume I: Final Report. Prepared for the Department of Health, Education, and Welfare, Office of Planning, Budgeting, and Evaluation (Bloomington, Indiana: Institute for Communication Research, April 30, 1971).

(and therefore fewer topics and/or minorities addressed) to allow comprehensive formative evaluation of those that are funded? Employing formative evaluation, including the rewording of unsuccessful segments if necessary, is extremely costly, but it may be more cost-effective than funding an entire series with little appeal to its target audience.

If evaluation is to receive increased emphasis, there still remains the problem of how to assess the quality of evaluations as they relate to potential viewership. Possibly, the procedures for awarding and monitoring ESAA-TV contracts should encourage the development and use of mechanisms for assessing the appropriateness of any evaluations conducted. While increasing the extent of the evaluations may be necessary, that alone may not be sufficient to improve the appeal of the ESAA-TV series.

The ultimate goal of ESAA-TV should be to produce series of high technical quality which communicate the ESAA-TV message and are sufficiently appealing that the target populations will choose to watch. That is not an easy order to fill but closer approximations may be possible through a more comprehensive evaluation process.

3) Additional viewership surveys. Given that the current viewership survey was conducted prior to the TvAC promotional campaign, the viewership rates presented here may no longer be accurate, and the extent of carriage and coverage are obsolete. Viewership of ESAA-TV should be measured periodically. At a minimum, another study needs to be conducted to provide an indication of the impact of the TvAC campaign upon viewership.

The precision of the results of additional viewership surveys will be greatly enhanced by the use of ARSAPUP II data which will be available shortly. ARSAPUP II is a study of the location of grade "A" signal coverage areas for public television stations. The present survey was based on ARSAPUP I which provided the same information but was based on less rigorous techniques.

In deciding whether or not to conduct another survey of Sesame Streetkig, CTW should consider that much of the expense of the current effort was attributable to the individualized use of data collectors at each site. This was done to obtain information on the emerging programs and on Sesame Streetkig as it relates to time and day of broadcast. It may not be necessary to collect such detailed information again and, therefore, a second study could be conducted at less expense.

Also, before a second Sesame Streetkig survey is conducted, alternative data collection procedures should be examined. The large quantity of useable data found among the younger grades in this survey suggests that an in-class survey is an appropriate for these level of cognitive capability. The use of an in-school survey for this evaluation was based on its cost-effectiveness in obtaining large numbers of respondents for each series. The other option considered was exclusive use of an in-home survey. Alternative data collection methodologies should be reviewed and evaluated prior to a second survey in light of the results of this study. CTW should consider requesting less information from the younger children and/or collecting that information in a way that yields higher quantities of usable data.

8) Family viewership. The Sesame Street approach to reducing national isolation has thus far been to produce programs exclusively for children. A broader approach might be adopted for a subset of the Sesame Street series. Sesame Street might consider producing series directed toward the entire family with the expressed objective of getting parents as well as children to view. While the direction of other Sesame Street series may be restricted to schools and therefore to children, there is no reason Sesame Street must also be directed exclusively to a young audience. While the legislation originates "children's programming," this phrase need not be interpreted to mean programs that only children could view. The findings on children's programs indicated that the most appealing programs were those directed toward the entire family. The attraction of the adult world is powerful

as may be the attraction of viewing with adults. Although the findings from the in-home survey indicated parents were basically unaware of what their children viewed, this does not preclude the possibility of family viewing of offerings which appeal to young and old.

If an ESAA-TV series were to be watched by the entire family, the effect could be doubly beneficial. First, the importance of parents in the development of attitudes in their children should not be understated. Were the televised ESAA-TV message to reach children through their parents as well as through the television, the impact could be heightened. The second benefit of the "whole family" approach could be increased viewership for children. Parents need not act only as promotional agents for ESAA-TV; they can also act as role models for viewership. Purposive programming with a cognitive focus, e.g., SESAME STREET, INFINITY FACTORY, tends to be directed to a target audience, of a particular age, at a particular skill level. Purposive programming with a social/affective message need not be age-specific.

5) Time of broadcast. The portion of audience analysis found that ESAA-TV typically drew the largest portion of viewers on Sunday morning and the smallest on Saturday morning. This information could be incorporated into the promotional campaigns directed to station managers. They could be advised to utilize the more advantageous time periods to help build an audience for ESAA-TV. Programming which will draw a reasonable share of the audience at off-peak hours may also be more appealing to PBS.

6) Impact. As discussed early in this report, the evaluation of the success of ESAA-TV in meeting its legislative goals involves two issues: an examination of how many people watch each series and the impact of each series on its viewers. This survey responded to the first issue. A large-scale summative or impact evaluation is required for the second. Although logically a child must first watch a series before cognitive and affective change can be brought about, knowledge of both aspects is critical to the determination of policy for ESAA-TV. Expending valuable resources to increase viewership

may not be a sensible strategy if some or all of the series are incapable of getting their messages across. This problem is closely linked to the present use of evaluation during the production of ESAA-TV which was discussed above. Even though this study found ESAA-TV viewership to be limited, the possibility of conducting the impact study in the near future should be seriously considered to provide both types of necessary evaluative information. The combined results of both studies will permit more informed decision-making on the future direction of ESAA-TV.

7) In-School Viewership. One final issue that is raised when considering the viewership of ESAA-TV is the possibility of using the classroom as the prime place of viewing. ESAA-TV is presently oriented to in-home viewing, however the school may be a more appropriate mass medium than broadcast television. Would this change guarantee greater viewership?

The answer to this question has to take into account several factors:

- For purposive television programs, is it better to have a "captive" audience or one that self-selects?
- If a television program is designed to communicate, does it matter where it is viewed?
- Is it reasonable to expect that schools can find time in the already crowded school day and curriculum for series of programs that require regular viewing?

The answers to these questions and the past experiments with school-viewed television will need to be considered in determining which medium is most appropriate for bringing the ESAA-TV series to their target audiences. One significant drawback to shifting the focus to in-school viewing is that the ESAA-TV series would no longer be available as an alternative to children's entertainment television. This availability of ESAA-TV as an alternative to other children's offerings is perceived by many to be one of its greatest strengths.

ESAA-TV can be linked to the schools in several ways. It has already been suggested that special promotional materials continue to be developed for school personnel. Additionally, educators can be made aware of the expanding library of ESAA-TV series that have already been broadcast. If school viewing were desired, these could be scheduled more flexibly via closed circuit or classroom videotape playback. It would be interesting to examine the relationship between ESAA-TV and other ESAA programs. Perhaps this connection could be strengthened. Apart from using regular classroom time, educators might want to consider how they could use these materials in collaboration with community or parents organizations in after-school hours. The school is only one agent in the cultural education of young people. The ESAA-TV programs could be appropriate catalysts to link together the allies that schools have in a community who share concerns for the healthy development of their children.

The issues discussed here have been presented primarily as considerations related to ESAA-TV which are suggested by the findings of this survey. The purpose in raising these considerations is to enable the Office of Education to direct this important Program in such a way that it will be able to meet the goals established for it. ESAA-TV represents a unique and experimental use of the television medium. Accordingly, ongoing evaluation and continual adaptation may be required if ESAA-TV is to be what it was intended to be.

APPENDIX A

Technical Methodology

Sampling Design and Procedures

The sample design for this study consisted of two components: an -school" survey of students and an "in-home" survey of a subset of se students. The primary objective of the former was to produce imates by age and race of the proportion of children who view each the 11 ESAA-TV programs. The objective of the latter was to cross- ck some of the data collected in school. The school survey was igned as a national probability sample of 400 classes distributed oss four grade levels (1, 4, 7, and 10). The in-home survey con- ted of a subsample of three students from each class along with ir parents and preschool siblings, if available, or a total of roximately 1,200 households.

The selection of students for the in-school survey was performed means of multi-stage sampling. The following highlights the proce- es followed:

- Primary sampling units (PSUs) were defined as those Grade A coverage areas in which at least one ESAA-TV program was carried in April 1977. These were then stratified as follows:
  - .. PSU Stratum I: Miami, Florida was selected with certainty to ensure respondents for QUE PASA, USA? which, according to station carriage reports, was only shown in Miami.
  - .. PSU Stratum II: Coverage areas within an SMSA having high Hispanic populations (approximately 25% and over). This consisted of 17 areas, all selected with certainty.
  - .. PSU Stratum III: All other coverage areas. This stratum consisted of 232 areas with 32 selected with probabilities proportional to the total population at each of the four grade levels.

- Stratification should ensure representation of each of the ESAA-TV programs. This was of particular importance due to the limited carriage of certain programs, e.g., QUE PASA, USA?, LA ESQUINA, and LA BONNE AVENTURE.

Based on these considerations, the following stratification variables were utilized:

- Hispanic population of the coverage area - Of the three ethnic subgroups of the population for which estimates were to be developed, this category was selected because these individuals account for a relatively small proportion of the national population and it was necessary to ensure their representation in the sample since a large portion of ESAA-TV programming is directed at these children. Based on a review of Census data, over 25% Hispanic population was selected as the criterion.

- Percent minority school district enrollment - This variable was selected to ensure adequate representation of Hispanics and Blacks. For this purpose, the following strata were used:

  -- Districts with high Hispanic enrollment (based on a review of Office of Civil Rights data over approximately 25% enrollment was selected)

  -- Districts with high Black enrollment (based on a review of Office of Civil Rights data over approximately 50% enrollment was selected)

  -- Other districts

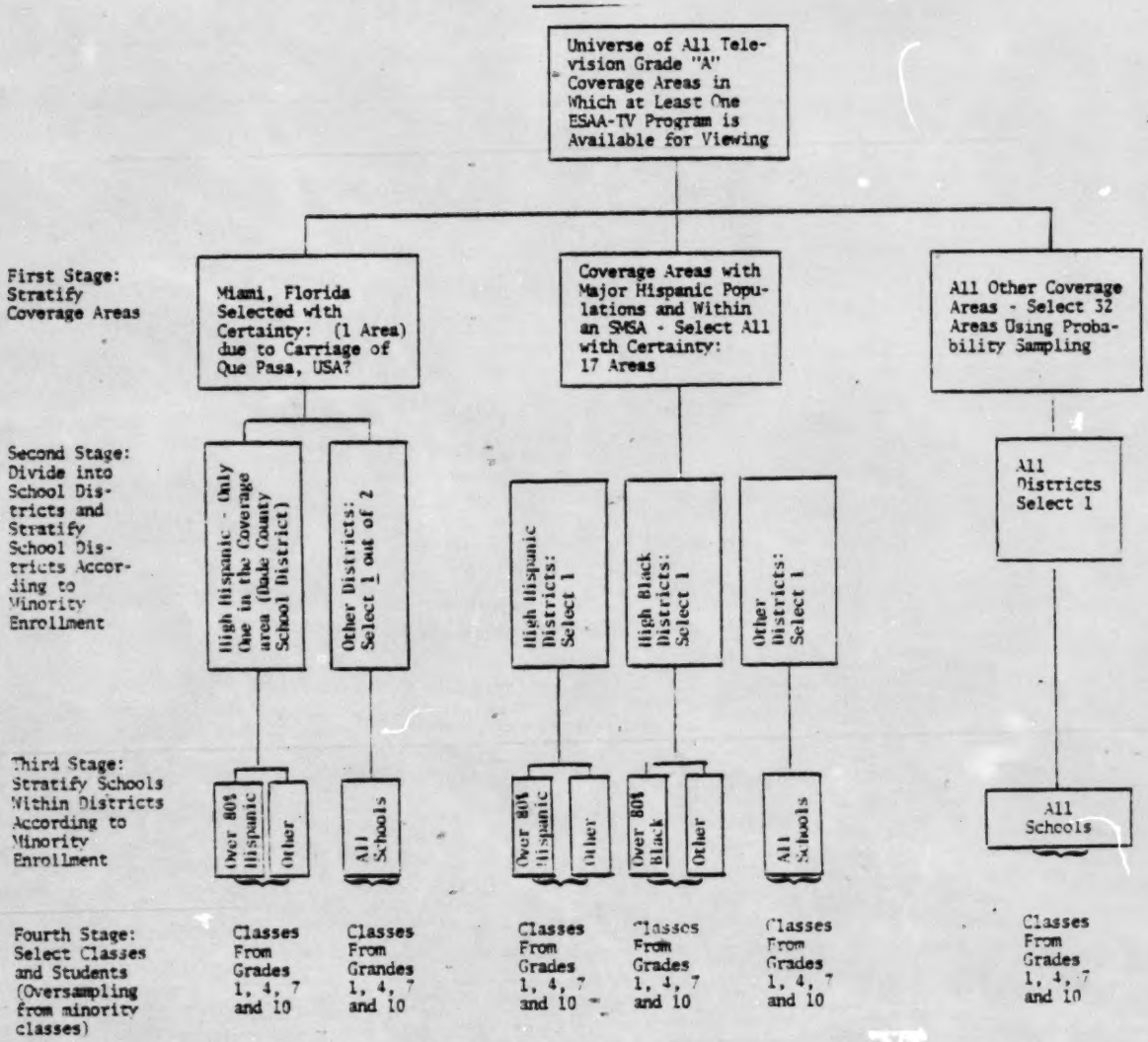
  Percent minority school enrollment - Since school districts are not homogeneous with respect to the distribution of minority students, the following stratification was used within districts.

  -- Classes in schools with over 80% minority enrollment

  -- Classes in all other schools

The sampling frame, then, was a multi-stage stratified cluster design which permitted the selection of the primary respondent--the child in his/her classroom. The following describes this hierarchy of selection, while Exhibit A.1 provides a visual representation of the selection process:

EXHIBIT A.1: SAMPLING HIERARCHY


Universe of All Television Grade "A" Coverage Areas in Which at Least One ESAA-TV Program is Available for Viewing
First Stage: Stratify Coverage Areas
Miami, Florida Selected with Certainty: (1 Area) due to Carriage of Que Pasa, USA?
Coverage Areas with Major Hispanic Populations and Within an SMSA - Select All with Certainty: 17 Areas
All Other Coverage Areas - Select 32 Areas Using Probability Sampling
Second Stage: Divide into School Districts and Stratify School Districts According to Minority Enrollment
High Hispanic - Only One in the Coverage area (Dade County School District)
Other Districts: Select 1 out of 2
High Hispanic Districts: Select 1
High Black Districts: Select 1
Other Districts: Select 1
All Districts Select 1
Third Stage: Stratify Schools Within Districts According to Minority Enrollment
Over 80% Hispanic
Other
All Schools
Over 80% Hispanic
Other
Over 80% Black
Other
All Schools
All Schools
Fourth Stage: Select Classes and Students (Oversampling from minority classes)
Classes From Grades 1, 4, 7 and 10
Classes From Grandes 1, 4, 7 and 10
Classes From Grades 1, 4, 7 and 10
Classes From Grades 1, 4, 7 and 10
Classes From Grades 1, 4, 7 and 10
Classes From Grades 1, 4, 7 and 10

1.1 In-School Survey

The primary objective of this survey was to determine the viewership of each ESAA-TV program being carried in May 1977. The unit of analysis was the public school child within the Grade A coverage areas of public and commercial television stations carrying at least one ESAA-TV program.

The intent of the sampling procedures was to produce, for each ESAA-TV program, a population estimate of the proportion of such children viewing the individual program by the following subcategories

- Age/grade level - Four grade levels were selected for analysis: 1, 4, 7, and 10.
- Ethnicity - Three groups were specified: Black, Hispanic, and other.

For each program, the population was defined as the universe of such children living within the Grade A coverage areas for the specific series. Therefore, the populations were determined by the total number of coverage areas in which each program was carried. For example, since QUE PASA, USA? was only carried in one coverage area, the estimated proportion of viewership was only to be for the children within that one coverage area.

It should be noted that coverage areas, particularly in major metropolitan areas, are coterminous, i.e., more than one television station will cover the same area each carrying a different mix of ESAA-TV series. Therefore, the sample design considered unique coverage areas rather than individual television stations. Furthermore, within each selected area, data were collected on all currently carried ESAA-TV programs regardless of the individual station.[1/]

1/ The cable coverage of each station was excluded from consideration in constructing the sample design. The reader is referred to the final chapter of the report and Appendix E for a discussion of the effects of cable television on the findings.

1.1.1 Hierarchy of Selection

The hierarchy of the sample design refers to the number of stages of sampling to be used to reach the units of interest--in this case the individual child. While there were many hierarchical structures that could have been considered, the constraint of an in-school survey limited possible choices. Using schools as the vehicle by which respondents were to be selected necessitated the use of a cluster sampling procedure, i.e., the individual school districts and classes represented "clusters" of observations.

A cluster design, however, reduces the precision of the estimates particularly as clusters become more homogeneous. To compensate for this tendency to reduce precision, two procedures were used:

- clusters were stratified and samples taken from each stratum to reduce the probability of excluding categories of respondents.
- the sample selected from each cluster was increased over what would be required if simple random sampling were used in order to account for the "design effect."

The combined effect of these two techniques was to greatly minimize the reduction in precision introduced by cluster sampling.

1.1.2 Stratification Analysis

Stratification served two main purposes: it ensured the desired representation of population subgroups, and it improved the precision of the statistics generated from the survey for both the total population and for population subgroups. Given the nature of the design problem presented by the survey, the aim was to define strata with the following properties:

- the variance due to differences between strata should be large relative to that due to differences within strata (heterogeneity between strata).
- each individual stratum should be homogeneous, i.e., variations within strata should be small.
- stratification should ensure sufficient representation of population subgroups (i.e., grade level and ethnicity).

- Coverage areas were divided into school districts and, for PSU Strata I and II, districts were stratified by minority enrollment:
  - .. high Hispanic (over approximately 25% enrollment) districts--one was selected with probability proportional to size (PPS)
  - .. high Black (over approximately 50% enrollment) districts--one was selected using PPS sampling.
  - .. all other districts--one was selected using PPS sampling.

  For PSU Stratum III, one school district was selected from each coverage area with probability proportional to siz
- For PSU Strata I and II, schools were stratified within each district:
  - .. high Hispanic districts
    - schools with over 80 percent Hispanic enrollment
    - all other schools
  - .. high Black districts
    - schools with over 80 percent Black enrollment
    - all other schools
  - .. other districts--no stratification of schools.
- A sample of classes was selected from grades 1, 4, 7, and 10 from each district with an equal distribution of classes across grade levels. In order to ensure that an adequate number of minorities were in the sample, classes were oversampled from the minority schools in PSU Strata I and II. That is, within high Hispanic districts more classes were selected from schools with over 80 percent Hispanic enrollment.

The selection of respondents for the in-home survey consisted of the following procedures:

- all parents of students included in the in-school survey were invited to participate. Those agreeing to participate formed the population from which the sample was drawn.
- from each district, a sample of approximately 10 percent of the families was selected for inclusion in the home survey. Three families per class were selected with minority families given top priority.

The following sections provide a detailed discussion of the specific sampling procedures.

- First Stage - All Grade A coverage areas where at least one ESAA-TV program was to be carried as of April 1977 were stratified.1/

  .. Primary Stratum I: Since preliminary carriage information revealed that QUE PASA, USA? was to be carried in April by one station we needed to guarantee its selection. Therefore, this certainty stratum consisted of a single coverage area - Miami, Florida, which included four TV stations carrying ESAA-TV programs: WLRN-17; WPBT-2; WTHS-2; WCKT-7.

  .. Primary Stratum II: This stratum consisted of the Grade A coverage areas in which at least one ESAA-TV program was to be carried as of April 1977 and which: 1) were within an SMSA, and 2) included major concentrations of Hispanics. This stratum consisted of the following coverage areas:

Coverage Area	TV Stations Included
Tucson, Ariz.	KUAT-6 KGUN-9*
San Francisco, Calif.	KQEC-32 KQED-9 KGO -7* KPIX-5*
Fresno, Calif.	KJEO-47* KMJ -24*
Los Angeles, Calif.	KTLA-5* KCOP-13* KLCS-58 KCET-28 KVST-68
San Diego, Calif.	KLST-38* KPBS-13
San Jose, Calif.	KTEH-54
Denver, Colo.	KRMA-6

1/ Carriage information was collected for April although data collection took place in May and June. The complexity of sample selection and questionnaire construction necessitated that carriage information be available in advance. Also, delays in obtaining clearance for the study resulted in data collection taking place several weeks later than originally scheduled.

*Commercial Stations

Chicago, Ill.	WTTW-11 WXXW-20 WFLD-32* WCIV-26*
Albuquerque, N.M.	KNME-5
New York, N.Y.	WNET-13 WNYE-25 WNYC-31 WPIX-11*
Philadelphia, Penn.	WUHY-35 KYW -3* WPVI-6*
San Antonio, Tex.	KMOL-4*
Brownsville/Harlingen/ San Benito, Tex.	KGBT-4*
Dallas, Tex.	KERA-13
El Paso, Tex.	KTSM-9*
Corpus Christi, Tex.	KEDT-16
Houston, Tex.	KUHT-8

Each area was selected with certainty.

-- Primary Stratum III: This stratum consisted of all other coverage areas in which at least one ESAA-TV program was to be carried as of April 1977. According to preliminary carriage information, this stratum consisted of 266 stations in 232 coverage areas. Thirty-two of these areas were selected with probability proportional to size.

- Second Stage - The primary sampling units (coverage areas) were divided along school district boundaries to form clusters. This included all public school districts which were within the Grade A coverage areas comprising the first stage sample1/. These school districts were then

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* Commercial Stations

1/ The following procedures were used to identify school districts which are contained in a Grade A coverage area: 1) Maps which overlay the Grade A coverage contours onto county boundaries were obtained from the Public Broadcasting Service. These maps were a result of a study funded by PBS called AREAPOP I. Applied Management Sciences linked counties to TV stations by including those counties which were totally covered and counties with a substantial portion covered by the Grade A coverage contours. The resulting file of this effort was a TV station/country cross-reference which

stratified for Primary Stratum I and Primary Stratum II according to the percent minority enrollment[2]:

- Secondary Stratum I - All school districts within the primary sampling units with high Hispanic enrollment. One (1) district was selected using PPS sampling.
- Secondary Stratum II - All school districts within the primary sampling units with high Black enrollment. One (1) district was selected using PPS sampling.
- Secondary Stratum III - All other school districts. One (1) was selected using PPS sampling.

- Third Stage - Within Secondary Strata I and II each selected school district was divided into:
  - Tertiary Stratum I: Schools within the school district with over 80 percent minority enrollment.[3] Schools did not represent sampling clusters since all the classes within the schools comprising this stratum had an equal probability of being selected.
  - Tertiary Stratum II: All other schools within the school district.

- Fourth Stage - All classes (for Grades 1, 4, 7 and 10) within the schools comprising the Third Stage were arrayed and a simple random sample of classes within each of the four grade levels was selected. All students within the selected classes who were present when the survey was administered were included in the sample.

1/ (continued)
was used in further processing; 2) Once the cross-reference file was created, a sample of coverage areas was chosen according to the criteria stated. The TV stations selected were then used to determine which school districts were contained in the counties that are covered by the stations. To guarantee that the station covered the areas included in the school district boundaries, the Instructional Television Coordinator of the local PBS station was contacted to verify that their station broadcasted a Grade A signal to the area in question. Furthermore, the school districts themselves were contacted and questioned about their reception of the stations of interest; 3) Since all school districts did not represent unique geography, and in many instances overlapped each other, a mechanism was developed to handle the overlap situation. The most common overlap situation was where several elementary districts fed a common secondary district. Where this occurred the boundary of the secondary district was inclusive of all of the elementary districts. For purposes of sampling the elementary and secondary districts were treated as one unified district.

2/ According to the Office of Civil Rights opening fall enrollment data for 1972.

3/ Criterion selected judgmentally based on a review of Office of Civil Rights data.

A.1.3 Determination of Sample Size

The first step in the determination of the required sample size (n) was the specification of the desired outcome of the survey. As previously discussed, our primary focus was the estimation of the proportion of children in the population (as defined in Section A.1.1) who possess a particular attribute - viewers of individual ESAA-TV programs. In addition, these estimates were required both for the total population as well as for specific subgroups. Therefore, a separate calculation had to be made for the "n" in each subdivision, and the total "n" found by addition.

The second step was the selection of the acceptable limits of error for estimates. However, as the level of precision is increased the required sample size "n" is also proportionately increased. As in all sampling decisions, this selection therefore required a trade-off between increased survey costs (which, in this case, were significant due to the high incremental cost of selecting additional classes) and decreased precision of the estimates. Based on a consideration of these factors, it was decided to accept for the least available programs (e.g., GUS PASA, USA7 carried by only one station) a 90 percent probability that the estimates will have an error of no more than 10 percent.

Although this is the level of precision which had been selected, it should be pointed out that the sample design was such that the estimates for each individual ESAA-TV series would vary depending upon the actual sample size obtained. As previously discussed, within each selected coverage area, data were obtained on all ESAA-TV programs available at the time of the survey. For those shows that were carried in many coverage areas it was anticipated that the effective sample size would greatly exceed the minimum, thereby leading to a much higher level of precision.[1] This will be further discussed below.

[1] The survey was designed to yield estimates for eleven series. The projected level of precision for four of the estimates (at the population sub-group level) was 5 percent while six programs would have been better than 7 percent. The remaining programs had only limited carriage and did not have the same policy implications as the nationally aired ESAA-TV series. It was felt, therefore, that the reduced precision on these programs was acceptable particularly in light of the great cost increase required to achieve a 5 percent level for all programs.

The next decision to be made was the selection of the appropriate formula which converts "z" to the desired level of precision. For this study, the attribute which is of primary interest is viewing/non-viewing of ESAP-TV programs. Such dichotomous, nominally scaled variables are a particular instance of a sampling distribution known as the binomial probability distribution. Therefore, for simple random sampling the minimum sample size can be derived from the following relationship where the sample represents a small fraction of the total population:

$$n = \frac{z^2 pq}{e^2} \quad \text{where:} \quad z = \text{value of the normal curve}^{1/} \text{ at the desired level of confidence - this specifies the probability of the desired precision.}$$

p = proportion of population estimated to have a given characteristic, i.e., viewership of ESAP-TV.

$q = (1-p)$

e = desired precision of the estimate

Furthermore, valid estimates of ESAP-TV program viewership were required by the following subcategories of the population:

- age/grade level - grades 3, 6, 7, and 10.

-or-

- ethnicity - Black, Hispanic, and other.

Therefore, for each of the 11 programs, a 2 x 3 matrix could be defined which subdivided the population of interest into 12 discrete groups. Since estimates were desired at this level of detail, sufficient respondents were needed within each cell.

Accepting estimates for the least available programs at a 90 percent level of confidence with a precision of ±10 percent, the equation became:

$$n = \frac{(1.65)^2 pq}{(0.10)^2} = \frac{2.72 pq}{0.01}$$

1/ For large populations the binomial and normal distributions converge.

If we let $p = q = 1/2$, the sample size is maximized. That is, by assuming that one-half of the population were viewers, we arrived at the most conservative minimum estimate of sample size. This assumption yielded:

$$n = \frac{2.72(0.5)^2}{0.01} = 68 \text{ per cell}$$

If we had assumed either a larger or a smaller estimate for p, we would have decreased the required sample size. For example, when t and r are held constant, the following is obtained:

P	Q	n (per cell)
.2	.8	44
.3	.7	57
.4	.6	65
.5	.5	68
.6	.4	65
.7	.3	57
.8	.2	44

Conversely, using the maximum $n = 68$, the following indicates the variation in r as a function of changing p and q:

P	Q	r
.2	.8	0.08
.3	.7	0.09
.4	.6	0.098
.5	.5	0.10
.6	.4	0.098
.7	.3	0.09
.8	.2	0.08

It can be seen that the assumption of $p = q = 1/2$ yielded the largest sample size. Further, if the true population proportion was different from one half,[1/] then for this sample size the actual precision would be better than 10 percent.

Since we identified 12 cells for which estimates were desired, we multiplied this cell sample of 68 by 12 to arrive at the total minimum sample size desired - 816 per show or approximately 9,000 students for all 11 shows.

[1/] Present results indicated that fewer than 20 percent of the students viewed ESAA-TV programs.

It should be noted that this minimum sample size of 816 per show or 9,000 total children would have been valid only if a simple random sample had been used to select respondents from the total population of interest. Since the proposed design was a stratified cluster sampling frame, it was necessary to increase the "take" in order to account for the "design effects" associated with this selection process.

The very principles that lead to improved precision of the estimates when stratification is employed lead to decreased precision when clusters are used as sampling units. As clusters tend to become less heterogeneous, the selection of clusters as sampling units results in the exclusion of particular types of respondents. By imposing stratification upon the clusters the reduction in variance achieved is generally greater than with simple random sampling. In other words, by assigning clusters to strata and sampling within strata, the effect of clustering is significantly reduced. As discussed in Section 1.1.2, school districts were stratified according to their present minority enrollment and simple random sampling was employed within each strata. This approach minimized the design effect at this stage.

There still remained the effects associated with the selection of classes within the school districts. In order to compensate for this effect of the sample design, the following relationship was used:[1/]

[1/] See Cochran, Sampling Techniques, John Wiley and Sons, p. 248. In effect, this equation is derived from the fundamental analysis of variance equation for the clusters: Total sum of squares = sum of squares between clusters + sum of squares within clusters.

$$\frac{V(p)}{V_{bin}(p)} = \frac{\Sigma M_i^2 (p_i - p)^2}{N\bar{M}PQ}$$ (for N large and variable cluster sizes)

where: $V(p)$ = the relative variance of the estimate of the population proportion using cluster sampling

$V_{bin}(p)$ = the relative variance of the estimate using simple random sampling

M_i = the number of elements in the i^{th} cluster

$(p_i - p)^2$ = the absolute variance of the estimate of the proportion (where $(p_i - p)$ equals the absolute precision of the estimate)

$\bar{M}$ = the average cluster size

P = the true proportion of the population with a given characteristic

Q = $1 - p$

In order to maintain the same accuracy of the estimate in the cluster design as would be obtained using simple random sampling, we multiplied the original $n = 68$ by the reciprocal of the factor on the right. Using approximate values for the parameters, the necessary factor was determined to be 1.33 thereby yielding a revised sample size of 90 students per cell, and 1,080 students (36 classes) per show, and a total sample of approximately 12,000 students (400 classes) for the entire survey.

1.1.4 Allocation of Sample to Strata

The sample of 400 classes was allocated to primary strata under the following two constraints:

- at a minimum, each ESAA-TV program had to have a sample of at least 36 classes[1/]
- at a minimum, each selected school district received an allocation of 4 classes - 1 per each of 4 grade levels.

[1/] With the exception of LA BONNE AVENTURE. Since this show is directed at French-speaking children and is only shown in Maine, we reduced the number of population subgroups for which estimates were to be made. Estimates were to be developed for the four grade levels and two ethnic classifications: (4 grade levels) x (2 groups: target/non-target) = 8. Therefore, the sample for this show became 68 x 8 = 544 children or 18 classes. To account for the design effect, this was increased to 24 classes.

he results of the sample allocation were presented in Chapter 3, able 3.1 and Exhibit 3.1. As previously discussed, since each cover- ge area was carrying an average of four ESAA-TV programs the sample ake for the widely distributed programs was expected to be very large hile the sample take for the regional programs would be at least the inimum required (see Table 3.1). Based on the projected samples for ach series, approximate standard errors of the estimates (accounting or the clustering effect) for each population subgroup (i.e., the 12 ace and age/grade categories) were calculated for varying levels of P. here were:

	P=0.10	P=0.20	P=0.30	P=0.40
CARRASCOLENDAS	0.014	0.019	0.021	0.022
GETTIN' OVER	0.027	0.036	0.043	0.045
INFINITY FACTORY	0.016	0.021	0.023	0.025
LA BONNE AVENTURE	0.051	0.067	0.076	0.081
LA ESQUINA	0.043	0.054	0.062	0.066
MUNDO REAL	0.043	0.054	0.062	0.066
QUE PASA, USA?	0.043	0.054	0.062	0.066
REBOP	0.013	0.018	0.021	0.022
SOUTH BY NORTHWEST	0.023	0.031	0.037	0.039
VEGETABLE SOUP	0.023	0.031	0.037	0.039
VILLA ALEGRE	0.013	0.018	0.021	0.022

As these were quite acceptable errors, the proposed sample size was judged to be sufficient for the required estimates.

1.2 In-home Survey

Briefly, the in-home survey was designed as a subsample of some 1,200 children of the students already interviewed in school. The purposes of this study were to gain additional information on television viewing and on certain socioeconomic and ethnic characteristics of the children and their families. The data have been used in cross-checking some of the data obtained from the students (e.g., student reports of viewership of ESAA-TV programs, and of who controls the television set at home); and gaining additional information on the viewership habits of preschoolers, the quality of reception of stations carrying the ESAA-TV programs, and other family characteristics related to public television viewing. The procedures employed were as follows:

- A constant sampling fraction (1/10) was applied to all students interviewed in school, or 3 per class. This was expected to yield:
  - .. approximately 1,200 children (may be less due to multiple children from same family in a school district)
  - .. approximately 1,200 households (the unit of analysis) with the head of the household as the primary respondent
  - .. less than 1,200 preschoolers (800 are estimated). One was selected from each household where available.
- The sample was selected to consist of those students whose parents had returned the permission form and, where possible, were members of minority groups.
- A "back-up" sample was selected using the same procedures, to cope with nonresponses and unavailability for study participation.

The in-home sample was to be drawn from all classes selected per site.

2. Deviations from Intended Sample

The actual number of respondents for each series differed from the intended number for all ESAA-TV series (see Table 3.1). This occurred for a number of reasons. Several different types of events resulted in substitutions, additions and deletions from the intended sample of sites and school districts. These events, the concommitant changes in the sample, and the probability of bias because of the changes are discussed in the following section.

The sample projections as to the number of respondents for each series were based on the intended carriage information supplied by the television station. This information was collected two months prior to data collection to permit sufficient time for selection and notification of the school districts. In some cases, the intended carriage did not precisely match the actual carriage. Two stations dropped their only ESAA-TV series, thus the coverage areas for those stations were eliminated from the sample. At one site, this change did not allow sufficient time to permit the contact of schools at another site. The loss of the other site was compensated for by selection of additional classes at other sites in the survey.

Other changes in the coverage areas sampled were brought about ecause of the school districts involved. In four cases, school dis- ricts were forced to withdraw because delays in the OMB clearance pro- ess[1/] necessitated moving the data collection period beyond their chool closing dates. All four of these sites were successfully re- laced by sites with later closing dates. As much as possible, new ites which matched the set of ESAA-TV programs available in the riginal sites were selected. A fifth site was dropped because we ere unable to locate an agreeable school district. Replacement of hat site was not possible although efforts to locate a substitute ontinued until the last possible minute.

In sum, seven of the original sites had to be dropped from the ample: two because the ESAA-TV series was no longer shown, four be- ause the schools closed prior to data collection and one because all istricts contacted refused to participate. Four of the seven were eplaced with other sites.

Even within the original sample sites, there were changes in the articular set of ESAA-TV series offered in the area. Some series were ropped; others were added. The most severe change in carriage was for he series SOUTH BY NORTHWEST. As discussed in Chapter 3, none of the tations which had intended to carry the series actually carried it uring the data collection period. The effect of this was that there ere no respondents for that series. Similarly, GETTIN' OVER was cheduled to be shown in 11 coverage areas but was only shown in three. he end result was a drastic reduction in the sample size for GETTIN' VER which, in turn, lowered the reliability of the findings for this eries.

Table A.1 presents the combined effect of changes in the sites fter selection of the original sample and changes in the program arriage by the television stations at those sites.

[1/] Prior to data collection, the Office of Management and Budget (OMB) must approve study instruments.

TABLE A.1: CHANGES IN CARRIAGE AFTER SELECTION OF SAMPLE

	Total Number of Coverage Areas in Universe[a]	Total Number of Coverage Areas in Original Sample[a]	Number of Coverage Areas in Sample after Back-up Districts Included[a]	Number of Coverage Areas in Survey[b]	Change[c]
CARRASCOLENDAS	94	30	32	32	-2 +2
GETTIN' OVER	61	11	10	3	-10 + 3
INFINITY FACTORY	174	30	31	32	- 3 + 4
LA BONNE AVENTURE	5	1	1	1	0
LA ESQUINA	6	1	1	2	- 1 + 2
MUNDO REAL	9	3	3	4	- 2 + 3
QUE PASA, USA?	1	1	1	1	0
REBOP	190	38	35	42	- 1 + 8
SOUTH BY NORTHWEST	42	14	13	0	-13
VEGETABLE SOUP	60	18	15	18	- 3 + 6
VILLA ALEGRE	156	34	35	40	- 2 + 7

[a] Based on Station Managers' projections for April carriage. Projections were made in February 1977.

[b] Actual carriage during data collection in May, June or July.

[c] Refers to number of coverage areas which added or dropped each ESAA-TV series between the projections and the data collection

The number of classes surveyed at a site also differed from the number intended at several sites although this did not greatly affect the intended/actual sample discrepancy. It was not always possible to administer the survey to all four grade levels at a site due to the reluctance of some principals to participate, the unavailability of one grade level due to previously scheduled activities, etc. Data from four classes in Miami--the only area showing QUE PASA USA?--were lost by a freight company. In other areas, more classes than originally intended were interviewed. The number of classes surveyed in New Haven, Connecticut was increased over the original projection to offset some of the missing classes at other sites. Two sites, Corpus Christi and San Antonio, were revisited and additional classes were surveyed upon the discovery of an inadequate sample size for the program LA ESQUINA.

For all the ESAA-TV series, the main factor responsible for the lower number of children per series was an inaccurate estimate of class size which was utilized in converting the desired sample size to the number of classes which needed to be surveyed. It has been estimated that the average class size would approximate 30; in actuality, the average number of survey respondents per class was 23.5.

There is always the possibility that substitutions and deletions in the original sample may bias survey findings in some way. For example, in the present study this could occur if school districts refused to participate because they did not wish to reveal a limited use or knowledge of educational television. It is unlikely that the changes in survey participants impacted on the study data, however. The timing of the data collection was responsible for a majority of the changes at the site and school district level. As mentioned above, in several sites the schools closed for the summer before data collection could begin. These districts had agreed to participate and would have been in the survey if scheduling had permitted it. In addition, several of the other districts that declined to participate explained that the end of the school year was too busy to allow classroom time for the survey. Several of the large city districts cited the substantial number of university-based research programs taking place in

their schools at that time as their reason for not wanting to participate. Overall, it does not seem that the sample changes were connected in any way to the study variables and, thus, the likelihood of the data being biased because of those changes appears minimal. The major effect of the smaller number of respondents for most of the series is a reduction in the reliability of the findings. The extent of this effect is difficult to estimate but adequate sample sizes were obtained for the majority of the series.

The sampling procedure used to select the in-home respondents introduced several potential sources of bias. Only parents who returned the demographic questionnaire and agreed to participate in the in-home survey were entered into the selection pool, thus self-selection was a factor. In some cases districts refused to send the demographic questionnaire to the parents. Furthermore, the in-home interviewers were instructed to oversample minorities whenever possible. It is not possible to assess the bias these procedures may have introduced, or direction of that bias. The in-home sample was designed to assess the reliability of the in-school findings and to generate additional hypotheses; it was not intended to produce population estimates or highly generalizable results. Therefore, any bias which may be present is not a cause for concern.

3. Processing of Data for Analysis

Before any data analysis was undertaken, the data from the various forms had to be combined. Several complex procedures were performed to build analytic files which would be used for data analysis. Briefly, two major files were developed by merging the data from the various questionnaires: an in-school file and an in-home file. The in-school file contained all information regarding the principal's, teacher's, student's, and parent's (demographic) responses to the in-school portions of the survey instruments. As much as possible, all student responses that varied between the Level A and Level B form of the instrument were standardized. The file also contained the specific carriage information and correct validation responses, as this information varied for each coverage area. The in-home file was similar to

the in-school file in that it contained all in-home data collected for a specific student and his/her parents and family. A subset of the in-school data was also included on the in-home file.

From the two major analytic files, several computer programs were constructed to produce analytic variables. These variables, along with a selected number of raw variables were eventually merged into a smaller subset of data which was used as input to SPSS (Statistical Package for the Social Sciences) to produce tables and to perform statistical tests when necessary. The files that resulted from this study are two analytic files which contain all of the raw responses (one for in-school and one for in-home) and two SPSS system files which contain the variables that were used during the analysis.

4. Inflation Procedures and Relative Errors of the Estimates

Since the data collected in this survey were obtained from a sample which intentionally oversampled minority students, it was necessary to inflate the sample of students to represent their true proportions in the universe of inquiry. This was done by a method which produced a unit weight for each student for each ESAA-TV series that the individual could have watched during April/May 1977. The original plan was to use data from the AREAPOP II file in the development of the final weights since these data would provide a very accurate count of the population which is potentially able to view television on public stations. However, AREAPOP II was not completed in time to be used for this evaluation.

Without the information available from AREAPOP II, the only source of data for this purpose was dated information from the 1970 Census, 1972-73 data from the Office of Civil Rights, and current data available from our survey. The mix of these data representing different points in time caused concern as to the accuracy of the population projections that would be made from this survey. Another important consideration was the method in which the data would be used to estimate universe counts of viewership. The method to inflate a sample selected with unequal probabilities is to use the inverse of the probability

with which units were selected from the universe. Using this method takes into account the fact that the sampling units in question (coverage areas, school districts) vary considerably in size and population.

A final procedure was developed after extensive discussions with statistical consultants who assisted in the sample design phase of the project. The final weighting scheme used the most recent data available (1970 Census, 1972-73 School and District Enrollments by Grade from the OCR files, and counts of classrooms obtained during the field data collection). Instead of using the unweighted reciprocal of the sampling fraction for the computation of the weight, the universe of the probability of selection, which was the reciprocal of the population ratios in question at each level, was used. Therefore, the size differences of coverage areas and school districts and the population they contained were reflected. It should be noted that the size of the potential audience was used as a measure of size to determine probabilities of selection rather than as a stratification variable because adding additional levels in the sampling design would have enlarged the sample to a size which would not have been feasible due to budget limitations of the study.

The final procedure to be discussed here is the development of the relative errors and the confidence intervals of the estimates. The methodology used to estimate the sampling errors was to create a file from the SPSS analysis file and to use the Balanced Repeated Replication Package available from the University of Michigan, Institute for Social Research, Survey Research Center. This package, which is a collection of programs which run under the OSIRIS system, was used to produce the relative errors. The methodology and computational specifications for this method are state-of-the-art and widely recognized. The computational formulas are available through the Survey Research Center.[1]

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[1] Mailing address: Survey Research Center, Institute for Social Research, University of Michigan, Ann Arbor, Michigan 48109.

The technique uses a system where the total sample is split up
nto many subsamples by combining the observations from randomly
lected higher level Primary Sampling Units (PSU) (in this study the
hool district was used). Each subsample is then compared with its
mplement, the remaining PSUs which were not selected. Four replicates
re constructed, thus four half-samples and four complement samples
re formed. The computation of the variances then is based on these
ght groups; mathematically a final term is presented based on the
riance of the groups and the variance between and within these
oups.

Applied Management Sciences produced estimates and relative errors
r over forty variables for the VILLA ALEGRE series. VILLA ALEGRE was
e of the programs with the largest number of respondents. These
timates were plotted against each other on log-log graph paper. The
sulting plot showed that there were no major differences with either
e type of variable or the population being investigated (i.e., heard-
, watched-last-week, Black, Hispanic, Grade, and combinations thereof)
d that the relationship of size of estimate and relative error had,
expected, a definite linear relationship.

From the resulting plotted points, a regression line was computed
d overlayed onto the graph. From the line, the confidence intervals
esented in Table A.2 were computed. These intervals are based on a
percent level of accuracy. For example, an estimate of 25 percent
e statistically within a range of 19.6 and 30.8 percent, 95 percent
the time. It should be noted that the relative errors for small
portions are high. A decision was therefore made not to run rela-
e errors on the remaining shows because, at best, the resulting
lative errors would be higher as the number of respondents decreased.

The reader is cautioned as to the statistical reliability of the
portions presented in this report. That is to say that where
fferences between subgroups may appear to be large, when the con-
ence interval is taken into consideration, these differences
not be statistically significant. Although the overall reliability

of the estimates may not be as good as was originally expected, it should be noted that the information contained in this report is the only nationwide data available about these programs. To achieve significantly lower relative errors, and therefore a more precise estimate, it would have been necessary to at least triple the sample size of this study.

TABLE A.1: CONFIDENCE INTERVALS FOR ESTIMATES AT 95 PERCENT

Estimate (%)	Confidence Interval (+/-)
100	0.0
95	0.6
90	0.8
85	0.9
80	0.9
75	0.9
70	0.9
65	0.9
60	0.9
55	0.9
50	0.9
45	0.9
40	0.9
35	0.9
30	0.9
25	0.8
20	0.8
15	0.7
10	0.6
05	0.4
0%	0.0

APPENDIX B

Survey Instruments

Survey instruments are included in a separate volume.

APPENDIX C

Construction of Site Specific Questionnaires

As the purpose of the survey was to learn which of the ESAA-TV eries or their competitors the children had watched during the pre- eding week, a unique set of questions referring to the programs eing broadcast in the area had to be constructed for each site. nitial carriage information for the ESAA-TV series had been obtained uring the first phase of the project (see Chapter 2). This infor- ation needed to be supplemented with the time of broadcast and the ompetition available on other stations at the same time.

eginning the week of April 23 and continuing for five weeks there- fter, Applied Management Sciences received TV Guides for all the iewing areas in the country. The local edition of TV Guide for the eek before each site visit was used as the primary source of infor- ation about the programming in that area. The ESAA programs and heir respective competitors for each time period were extracted rom TV Guide for inclusion in the questionnaire for each survey site. dditional verification of the TV Guide information was obtained arough telephone calls to the stations carrying the ESAA-TV series each site.

The programming information was then incorporated into a "site ckage" for each coverage area in the survey. The site package con- ined all of the questions for the in-school instruments and was ed by the interviewer to administer the survey. Many of the ques- ons were not concerned with specific programming and did not vary om site to site. These questions were preprinted in the site pack- es. The other questions, those addressing viewership, awareness the ESAA-TV series, preference and content knowledge of ESAA-TV ries (viewership validation items), were individually inserted to each site package. A page from the Level A section of a site

package is shown in Exhibit C.1. The result of the customization process was that students at each site were able to respond to a unique set of questions about the programming in their particular area.

All site-specific questions were read to the students with responses being indicated on answer sheets. The exception to this was the matrix used with Grades 4, 7, and 10 (see Figure 3.3). A matrix was constructed for all sites based on the available programming information and reproduced so that all students could indicate their response on the matrix itself.

EXHIBIT C.1: PAGE FROM A SITE PACKAGE

IN-SCHOOL SURVEY
LEVEL A - SECTION 2 Questionnaire Color YELLOW

I. Put your finger on the boy with the hat on.
Put your finger on the boy with the hat on and listen carefully.
I am going to name four TV programs that were on last Saturday. Which one did you watch? The programs[1/] are: 1) Krofft Supershow, 2) Infinity Factory, 3) Shazam!/Isis, and 4) Space Ghosts, Frankenstein Jr.
Raise your hand if you didn't watch any of these. Those who raised their hand, put an X in the box underneath the boy with the hat on and put your pencils down. Everyone else listen carefully.

If you watched 1) Krofft Supershow, put an X on the book and raise your hand. Those who raised their hand, put your pencils down. Everyone else listen carefully.

If you watched 2) Infinity Factory, put an X on the airplane and raise your hand. Those who raised their hands, put your pencils down. Everyone else listen carefully.

If you watched 3) Shazam!/Isis, put an X on the boat and raise your hand. Those who raised their hands, put your pencils down. Everyone else listen carefully.

If you watched 4) Space Ghosts, Frankenstein Jr., put an X on the shoe.

(Hold up a copy of the test prospectus so that the class can see it as you read the question. Put your finger on the space you are describing.)

Now put your pencil down. Everyone turn the page.

1/ When an independent station is airing a program that appeals to young children, it may be substituted for a network offering.

APPENDIX D

Television Program Classification Listing

Type of Program:

1 - News
2 - Cartoon
3 - Game Show
4 - Situation Comedy
5 - Drama
6 - Sports
7 - Variety
8 - Other
9 - Unknown

Type of Audience:

A - Adult
B - Child
C - Both
D - Unknown
E - ESAA-TV
F - Fictitious

001 $100,000 NAME THAT TUNE 3A
002 $128,000 QUESTION 3A
003 $20,000 PYRAMID 3A
004 $25,000 PYRAMID 3A
005 ABBOTT AND COSTELLO 4B
006 ABC EVENING NEW WITH REASONER/WALTERS 1A
007 ABC FRIDAY NIGHT MOVIE 7C
008 ABC SATURDAY NEW WITH TED KOPPEL 1A
009 ABC SUNDAY NIGHT MOVIE 7C
010 ABC WEEKEND NEWS 1A
011 ACROSS THE FENCE 9D
012 ADAM-12 5C
013 ADDAMS FAMILY 4C
014 AGRICULTURE USA
015 ALFRED HITCHCOCK 5A
016 ALICE 4C
017 ALL IN THE FAMILY 4C
018 ALL MY CHILDREN 5A
019 ALLS FAIR 4C
020 AMAZING GRACE 9D
021 AMERICAN ANGLER 6A
022 AMERICAN LIFE STYLE 9D
023 AMERICAN RELIGIOUS TOWN HALL MEETING 9D
024 ANDY GRIFFITH SHOW 4C
025 ANDY WILLIAMS 7C
026 ANIMAL WORLD 8C
027 ANIMALS, ANIMALS, ANIMALS 8
028 ANOTHER WORLD 5A
029 ANSWER 9D
030 ARA'S WORLD OF SPORTS 6C
031 ARK II 2B
032 ARTHUR SMITH SHOW
033 AS THE WORLD TURNS 5A
034 AS WE SEE IT 8E
035 ASSEMBLY OF GOD 8C
036 AUDUBON WILDLIFE THEATER 8C
037 AVENGERS 5C
038 BAA BAA BLACK SHEEP 5C
039 BANANA SPLITS AND FRIENDS 2B
040 BARETTA 5C
041 BARNABY JONES 5C
042 BARNEY MILLER 4C
043 BATMAN 2B
044 BEST OF GROUCHO 3C
045 BEVERLY HILLBILLIES 4C
046 BEWITCHED 4C
047 BIBLE ANSWERS 8C
048 BIG BLUE MARBLE 7B
049 BIG EVENT 8C
050 BIG JOHN, LITTLE JOHN 4B
051 BIG VALLEY 5C
052 BIONIC WOMAN 5C
053 BLUE RIDGE QUARTET 9D
054 BOB NEWHART SHOW 4C
055 BOBBY VINTON SHOW 7C
056 BOLD ONES 5A
057 BONANZA 5C
058 BONNIE LOU AND BUSTER 9D
059 BOWLING 8C
060 BOZO THE CLOWN 2B
061 BOZO'S BIG TOP 2B
062 BRADY BUNCH 4C
063 BREAK THE BANK
064 BUCK OWENS TV RANCH SHOW 7A
065 BUENOS AMIGOS 8F
066 BUGS BUNNY SHOW 2B

066 BUGS BUNNY SHOW 2B
067 BUGS BUNNY-ROAD RUNNER HOUR 2B
068 BULLWINKLE 2B
069 BURNS AND ALLEN 4A
070 CALL IT MACARONI 8B
071 CALVARY TEMPLE 9D
072 CAMERA THREE 8A
073 CAPTAIN AND TENNILLE 7C
074 CAPTAIN KANGAROO 8B
075 CAROL BURNETT SHOW 7C
076 CARRASCOLENDAS 8E
077 CASPER THE FRIENDLY GHOST 2B
078 CBS CHILDREN'S FILM FESTIVAL 7B
079 CBS EVENING NEWS WITH WALTER CRONKITE 1A
080 CBS EVENING NEWS WITH DAN RATHER 1A
081 CBS FRIDAY NIGHT MOVIES 8C
082 CBS LATE MOVIE 8A
083 CBS MORNING NEWS 1A
084 CBS NEWS WITH BOB SCHIEFFER 1A
085 CBS SPORTS SPECTACULAR 6C
086 CBS SUNDAY NIGHT NEWS WITH MORTON DEAN 1A
087 CBS WEDNESDAY NIGHT MOVIES 8C
088 CELEBRITY SWEEPSTAKES 3A
089 CELEBRITY TENNIS 6C
090 CHAMPIONS 9D
091 CHANGED LIVES 9D
092 CHAPLAIN OF BOURBAN STREET 9D
093 CHARISMA 9D
094 CHARLIE'S ANGELS 5C
095 CHICO AND THE MAN 4C
096 CHILDREN'S GOSPEL HOUR 8B
097 CHMIELEWSKI FUNTIME 9D
098 CHRISTOPHER CLOSEUP 8A
099 CHRISTOPHERS 5C
100 CISCO KID 5C
101 CLUE CLUB 9D
102 COLLEGE FOOTBALL '76 6C
103 CONCENTRATION 3A
104 CONQUEST OF THE SEA 9D
105 CONSULTATION 9D
106 COURTSHIP OF EDDIE'S FATHER 4C
107 CROSS-WITS 3A
108 DAKTARI 5A
109 DAN AUGUST 5A
110 DANIEL BOONE 5A
111 DARK SHADOWS 5A
112 DAVEY AND GULIATH 2B
113 DAVID NIVEN'S WORLD 9D
114 DAVID SUSSKIND SHOW 8A
115 DAY OF DISCOVERY 9D
116 DAYS OF OUR LIVES 5A
117 DELVECCHIO 5A
118 DENNIS THE MENACE 2B
119 DICK VAN DYKE SHOW 4C
120 DINAH 7A
121 DIRECTIONS 8A
122 DOCTORS 5A
123 DOLLY 9D
124 DON ADAMS SCREEN TEST 3A
125 DON KO SHOW 7A
126 DONNY AND MARIE OSMOND SHOW 7C
127 DORIS DAY 4C
128 DRAGNET 5A
129 DUSTY'S TREEHOUSE 9D
130 EDGE OF NIGHT 5A
131 EMERGENCY 5C

132 ENCOUNTER 9D
133 ERNEST ANGLEY HOUR 9D
134 EXECUTIVE SUITE 5A
135 F TROOP 4C
136 F.B.I. 5C
137 FACE THE NATION 1A
138 FAITH FOR TODAY 8A
139 FAMILY 5A
140 FAMILY AFFAIR 4C
141 FAMILY FEUD 3A
142 FAR OUT SPACE NUTS 2D
143 FAT ALBERT AND THE COSBY KIDS 2D
144 FATHER KNOWS BEST 4C
145 FELIX THE CAT 2D
146 FLASH GORDON 2D
147 FLINTSTONES 2D
148 FLIPPER 5D
149 FORMBY'S ANTIQUE WORKSHOP 8A
150 FRIENDS OF MAN 9D
151 FURY 5D
152 GAMBIT 3A
153 GARNER TED ARMSTRONG PROGRAM 8A
154 GENERAL HOSPITAL 5A
155 GERALD PERSTINE 9D
156 GET DOWN 9D
157 GET SMART 4C
158 GETTIN' OVER 8E
159 GIBBSVILLE 5A
160 GILLIGAN'S ISLAND 4C
161 GOMER PYLE-USMC 4C
162 GONG SHOW 7C
163 GOOD DAY 9D
164 GOOD MORNING, AMERICA 7A
165 GOOD NEWS 9D
166 GOOD OLE NASHVILLE MUSIC 8D
167 GOOD TIMES 4C
168 GOSPEL SINGING JUBILEE 9D
169 GRANDSTAND 9D
170 GREEN ACRES 4C
171 GUIDING LIGHT 5A
172 GUNSMOKE 5C
173 HAPPINESS IS 9D
174 HAPPY DAYS 4C
175 HAPPY DAYS-DAYTIME 4C
176 HAPPY HUNTERS 9D
177 HAVE GUN WILL TRAVEL 5C
178 HAWAII FIVE-O 5A
179 HAZEL 5C
180 HEE HAW 7C
181 HERALD OF TRUTH 9D
182 HEY THAT'S WILD 8F
183 HI DOUG 9D
184 HIGH CHAPARRAL 5A
185 HOGANS HEROES 4C
186 HOLLYWOOD SQUARES 3C
187 HOLMES AND YOYO 4C
188 HONEYMOONERS 4C
189 HOPALONG CASSIDY 5C
190 HOT FUDGE SHOW 7D
191 HOUR OF HOPE 9D
192 HOUR OF POWER 9D
193 HOWDY DOODY 7D
194 HUCKLEBERRY HOUND AND YOGI BEAR 2D
195 HUDSON BROTHERS RAZZLE DAZZLE SHOW 7C
196 HUMAN DIMENSION 9D
197 I DREAM OF JEANIE 4C
198 I LOVE LUCY 4C
199 I SPY 5C
200 IN SEARCH OF 8C
201 INFINITY FACTORY 8E
202 INSIGHT 5A
203 INTERNATIONAL VOICE OF VICTORY 9D
204 INTERNATIONAL ZONE 9D
205 IRONSIDE 5C
206 ISSUES AND ANSWERS 1A
207 IT IS WRITTEN 9D
208 IT TAKES A THEIF 5A
209 JAMMERJAW 2D
210 JAMES BROWN'S FUTURE SHOCK 9D
211 JAMES ROBINSON-GETTING TOGETHER 9D
212 JEFFERSONS 4C
213 JERRY MAHUILL SHOW 9D
214 JETSONS 2D
215 JIMMY SWAGGART SHOW 9D
216 JR. ALMOST ANYTHING GOES 3D
217 KIDS FROM C.A.P.E.R. 4D
218 KIDS WORLD 9D
219 KING IS COMING 9D
220 KOJAK 5A
221 KROFFT'S SUPERSHOW 7D
222 LA BONNE AVENTURE 8F
223 LA CRIADA BIEN CRIADA 9D
224 LAMP UNTO MY FEET 8A
225 LAND OF THE LOST 5D
226 LARRY JONES 9D
227 LASSIE 5D
228 LAUREL AND HARDY SHOW 2D
229 LAVERNE AND SHIRLEY 4C
230 LAWRENCE WELK 7A
231 LEAVE IT TO BEAVER 4C
232 LEONARD KEPASS 9D
233 LEROY JENKINS-REVIVAL OF AMERICA 9D
234 LESSON 9D
235 LET'S MAKE A DEAL 3C
236 LIAR'S CLUB 9D
237 LIFE IN THE SPIRIT 9D
238 LIGHT UNTO MY PATH 8A
239 LITTLE HOUSE ON THE PRAIRIE 5C
240 LITTLE RASCALS 4C
241 LIVING WORLD 9D
242 LONE RANGER 5C
243 LOOK UP AND LIVE 8A
244 LORNE GREENE'S LAST OF THE WILD 8C
245 LOS NUEVOS PALIVOCES 9D
246 LOST IN SPACE 5C
247 LOU GORDON SHOW 7A
248 LOVE AMERICAN STYLE 4C
249 LOVE OF LIFE 5A
250 LUCY SHOW 4C
251 MAGAZIN 4C
252 MAGIC BOX 8F
253 MAJOR ADAMS 9D
254 MANNA 9D
255 MARCUS WELBY, MD 5C
256 MARY HARTMAN, MARY HARTMAN 5A
257 MARY TYLER MOORE SHOW 4C
258 MATCH GAME '76 3C
259 MATCH GAME PM 3C
260 MAUDE 4A
261 MAVERICK 5C
262 MAX B. NIMBLE 9D
263 MAX MORRIS, A PREACHER AND HIS PIANO 9D

264 MAYBERRY RFD 4C
265 MCDUFF, THE TALKING DOG 9D
266 MCHALE'S NAVY 4C
267 MEDICAL CENTER 7C
268 MERV
269 MEET A FRIEND
270 MEET THE PRESS
271 MERV GRIFFIN SHOW 7A
272 MICKEY MOUSE CLUB 7D
273 MIDNIGHT SPECIAL 7A
274 MIGHTY MOUSE 2D
275 MIKE DOUGLAS SHOW 7A
276 MINISTRY OF REVEREND AL 9D
277 MISSION: IMPOSSIBLE 5C
278 MISTER MAGOO 2D
279 MOD SQUAD 5C
280 MOMENT OF TRUTH 9D
281 MONKEES 4C
282 MONSTER SQUAD 2D
283 MORMON TABERNACLE CHOIR 8A
284 MOST WANTED 5C
285 MUGGSY 2D
286 MUNDO DE ANGUETE 9D
287 MUNDO REAL 8E
288 MUNSTERS 4C
289 MUPPETS 7C
290 MUSIC CITY U.S.A. 7C
291 MUSIC HALL AMERICA 7C
292 MY FAVORITE MARTIAN 4C
293 MY THREE SONS 4C
294 MYSTERY OF THE WEEK 6A
295 NACHAS TAPATAS 9D
296 NAME OF THE GAME 5A
297 NANCY WALKER SHOW 4C
298 NASHVILLE ON THE ROAD 9D
299 NATIONAL GEOGRAPHIC 8C
300 NBC MONDAY NIGHT AT THE MOVIE 8C
301 NBC MOVIE OF THE WEEK 8C
302 NBC NIGHTLY NEWS 1A
303 NBC PRO FOOTBALL: AMERICAN FOOTBALL CONFERENCE 6C
304 NBC RELIGIOUS SERIES 8C
305 NBC SATURDAY NIGHT NEWS 1A
306 NBC SATURDAY NIGHT AT THE MOVIE 8C
307 NBC SUNDAY NIGHT NEWS 1A
308 NEC'S BEST SELLERS 5A
309 NEC'S SATURDAY NIGHT 7A
310 NCAA FOOTBALL 6C
311 NEW ADVENTURES OF GILLIGAN 4C
312 NEW CANDID CAMERA 4C
313 NEW PRICE IS RIGHT 3C
314 NEW TREASURE HUNT 3C
315 NEW WATER WORLD 9D
316 NEWTON'S NOVE 8F
317 NFL FOOTBALL 6C
318 NFL MONDAY NIGHT FOOTBALL 6C
319 NIGHT GALLERY 5C
320 NOT FOR WOMEN ONLY 8A
321 NOTRE DAME FOOTBALL 6C
322 ODD BALL COUPLE 2D
323 ODD COUPLE 4C
324 ON THE PAMPAS 8F
325 ONE DAY AT A TIME 5A
326 ONE LIFE TO LIVE 5A
327 OUTDIN LINE 2A
328 OPAL ROBERTS 8C
329 OVERSEAS MISSION 9D

331 PARTRIDGE FAMILY 4C
332 PATTERN FOR LIVING 9D
333 PERRY MASON 5C
334 PETER MARSHALL 9D
335 PETTICOAT JUNCTION 4C
336 PHIL DONAHUE SHOW 7A
337 PHIL SILVERS 4C
338 PHYLLIS 4C
339 PINK PANTHER LAUGH SHOW 2D
340 PLANT A RADISH 8F
341 POLICE STORY 5C
342 POLICE WOMAN 5C
343 POP GOES THE COUNTRY 7A
344 POPEYE 2D
345 PORKY PIG 2D
346 PORTER WAGONER SHOW 7A
347 PRICE IS RIGHT 3C
348 PRO FOOTBALL PLAYBACK 6C
349 PROSPERITY, WAY OF LIVING 9D
350 PROTECTORS 9D
351 PTL CLUB 8A
352 QUE PASA, USA? 8E
353 QUEST 9D
354 QUEST FOR ADVENTURE 9D
355 REAL MCCOYS 4C
356 REAL PEOPLE 8E
357 REBOP 8E
358 REVIVAL FIRES 9D
359 REX HUMBARD, WORLD OUTREACH MINISTRY 8D
360 RHODA 4C
361 RICH MAN, POOR MAN 5A
362 RIFLEMAN 5C
363 RIN TIN TIN 5C
364 ROCK CONCERT 7C
365 ROCKFORD FILES 5C
366 ROCKY AND FRIENDS 2D
367 ROLLER GAME OF THE WEEK 6C
368 ROOFER ROOM 7D
369 ROOKIES 5C
370 ROOM 222 4C
371 RYAN'S HOPE 5A
372 S.W.A.T. 5A
373 SACRED HEART PROGRAM 8D
374 SAINT 5A
375 SAMMY AND COMPANY 7A
376 SANFORD AND SON-DAYTIME 4C
377 SANFORD AND SON 4C
378 SCOOBY-DOO/DYNOMUTT HOUR 2D
379 SEARCH FOR TOMORROW 5A
380 SERPICO 5A
381 SESAME STREET 7D
382 SHAZZAM/ISIS HOUR 8B
383 SILVIA PINAL 9D
384 SIX MILLION DOLLAR MAN 5C
385 SOCIAL SECURITY 9A
386 SOMERSET 5A
387 SONGS OF FAITH 8D
388 SONNY AND CHER SHOW 7C
389 SOUL TRAIN 7A
390 SOUTH BY NORTHWEST 8E
391 SPACE:1999 5C
392 SPEED RACER 2D
393 SPENCER'S PILOTS 5C
394 SPIDERMAN 2D
395 SPORTS CHALLENGE 3A
396 SPRING STREET USA

397 STAR TREK 5C
398 STARSKY AND HUTCH 5C
399 STEVE ALLEN'S LAUGHBACK 7A
400 STORY 9D
401 STREETS OF SAN FRANCISCO-LATE 5C
402 STREETS OF SAN FRANCISCO 5C
403 STUMPERS 9D
404 SUNRISE SEMESTER 8A
405 SUPERBOWL SPECIAL 4C
406 SUPERHEROES 2D
407 SUPERMAN 2D
408 SUPERSONIC 9D
409 SWITCH 5C
410 SYLVESTER AND TWEETY 2D
411 TARZAN 2D
412 TARZAN: LORD OF THE JUNGLE 2D
413 TATTLETALES 3C
414 TENNESSEE TUXEDO 2D
415 THAT GIRL 4C
416 THIS IS THE LIFE 9D
417 THREE STOOGES 4C
418 THE KINGDOM CUBE 8A
419 TO TELL THE TRUTH 3A
420 TODAY SHOW 7A
421 TOM AND JERRY/GRAPE APE/MUNDLY 2D
422 TOMORROW SHOW 7A
423 TONIGHT SHOW STARRING JOHNNY CARSON 7A
424 TONY ORLANDO AND DAWN 7A
425 TONY RANDALL SHOW 4C
426 TREEHOUSE CLUB 9D
427 TRUTH OR CONSEQUENCES 3A
428 TUESDAY MOVIE OF THE WEEK 8C
429 TWILIGHT ZONE 5A
430 U.S. FARM REPORTS 1A
431 ULTRAMAN 2D
432 UNCLE WALLY 9D
433 UNDERDOG 2D
434 UNDERSEA WORLD OF JACQUES COUSTEAU 8C
435 UNIVERSITY OF MICHIGAN 9D
436 UNTOUCHABLES 5A
437 VALLEY OF THE DINOSAURS 2D
438 VAN DYKE AND COMPANY 7C
439 VEGETABLE SOUP 8E
440 VICTORY AT SEA 8C
441 VIEWPOINT NUTRITION
442 VILLA ALEGRE 8E
443 VIRGINIAN 5A
444 VISION 7C
445 VOICE OF AGRICULTURE 9D
446 VOYAGE TO THE BOTTOM OF THE SEA 5A
447 WALT'S WORK SHOP 9D
448 WALTONS 5C
449 WANTED DEAD OR ALIVE 5A
450 WARREN ROBERTS PRESENTS 9D
451 WAY OUT GAMES 9D
452 WELCOME BACK, KOTTER 4C
453 WESTERN STAR THEATRE 8C
454 WHAT'S HAPPENING 4C
455 WHEEL OF FORTUNE 3A
456 WILD KINGDOM 8C
457 WILD WILD WEST 5C
458 WILD, WILD, WORLD OF ANIMALS 8C
459 WITH THIS RING, 9D
460 WITNIT 9D
461 WONDER WOMAN 5C
462 WONDERAMA 7D
463 WONDERFUL WORLD OF DISNEY 8C
464 WOODY WOODPECKER SHOW 2D
465 WORLD AT WAR 8C
466 WORLD CONCERN 9D
467 WORLD OF SURVIVAL 9D
468 WRESTLING 4C
469 YOUNG AND RESTLESS 5A
470 YOUR SHOW OF SHOWS 4C
471 50 GRAND SLAM 9D
472 60 MINUTES 1A
473 700 CLUB 8C
474 ZOOM 7D
475 ELECTRIC COMPANY 8D
476 BUSTING LOOSE 4C
477 GRIZZLY ADAMS 5C
478 THE BOY IN THE PLASTIC BUBBLE 5C
479 JERRY LEWIS 9D
480 HARDY BOYS/NANCY DREW 5C
481 $128,000QUESTION 3C
482 JACKSONS 2D
483 SPACE GHOSTS FRANK 2D
484 SUPERFRIENDS 2D
485 THE MAN FROM ATLANTIS 5C
486 PLANET OF THE APES 5C
487 ONCE UPON A CHAIR 9D
488 B IS ENOUGH 4A
489 HELTER SKELTER 5A
490 MACLAREHS RIDERS 9D
491 GO FISH 9D
492 SPORTS(GENERAL) 6D
493 KUNG FU 5A
494 THREE'S COMPANY 6A
495 WIDE WORLD OF SPORTS 6C
496 MOVIE PITCH 6A
497 ALIAS SMITH AND JONES 5C
498 THAIS AT NORMA 6C
499 BLACK PERSPECTIVE 1D
500 TONY B BASS 9D
501 LOCAL MOVIES 8C
502 SAT NITE LIVE 6A
503 ERDIES FATHER 4C
504 BIONIC MAN 5C
505 LOONY TOONS 2D
506 NETWORK MOVIES 7C
507 AMER BANDSTAND 7D
508 LOVE ME, LEAVE ME NOT 4C
509 CPO SHARKEY 4C
510 KING KONG 5C
511 CARTOON SHOWS 2D
512 LANCIO 5C
513 60 MINUTES 1C
514 CODE A 5C
515 JESUS OF NAZARETH 5C
516 FISH 4C
517 TWEETY AND SYLVESTER 2D
518 ROBERT BOYS 4C
519 FANTASTIC JOURNEY 5C
520 ERNIE LOVACS 6A
521 SPECTOR 9D
522 ABC+ CBS AFTER SCHOOL SPECIAL 8D
523 WHITE LIGHTENING 5C
524 ROOTS 5A
525 BLANSATS BEAUTYS 4C
526 MOVING ON 5A
527 OUTACY 5A
528 JOHNNY CARSON 7A

[illegible]	[illegible]
[illegible] MULTIPURPOSE THEATER	[illegible]
[illegible]	[illegible]
[illegible] SCIENCE FICTION	[illegible]
[illegible] ABC SPORTS	[illegible]
[illegible]	[illegible]
[illegible] WINE SCREAM THEATRE	[illegible]
[illegible] THIS PISTOL	[illegible]
[illegible] JOHNNY SEKAD AND FLY ROBOT	[illegible]
[illegible] THE CAT	[illegible]
[illegible] FAULTY TOWERS	[illegible]
[illegible] DOG-CAT	[illegible]
[illegible] GIANT ROBOT	[illegible]
[illegible] EL CHAPULIN	[illegible]
[illegible] ARCHIES	[illegible]
[illegible] ANIMAL TARGETS	[illegible]
[illegible] SECOND PRICE	[illegible]
[illegible] THE [illegible]	[illegible]
[illegible]	[illegible]
[illegible] SIEMPRE EN DOMINGO	[illegible]
[illegible] EL CHAVO DEL OCHO	[illegible]
[illegible] PERSUADED 23	[illegible]
[illegible]	[illegible]
[illegible] THE ALAMO	[illegible]
[illegible] DOG WRITING	[illegible]
[illegible] LA [illegible]	[illegible]
[illegible] SATURDAY NITE LIVE	[illegible]
[illegible]	[illegible]
[illegible] FUTURE COP	[illegible]
[illegible] THUNDERBOLT SON OF FLICKA	[illegible]
[illegible] PILOT	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]

APPENDIX E

Cable Coverage

The impact of cable coverage is an important issue for several reasons. First and foremost is its impact upon the estimated proportions of ESAA-TV viewership. If our treatment of cable-TV artificially increases or decreases the proportions, such an occurrence must be noted. Another issue concerns the potential reason for viewing or not viewing ESAA-TV. Does the difference in the quality of reception, the ease of channel location (UHF vs. UHF selection), or some other factor connected with cable-TV affect ESAA-TV viewership? Because cable coverage is an important issue and since the manner we selected to deal with it can affect the interpretation of these data, we will discuss our procedures in detail.

A deliberate decision was made not to assess the impact of cable-TV directly. This decision was based upon the complexity it would add to the survey, and the potential confusion that may have resulted among the respondents. Many children were probably unaware of the presence or absence of cable-TV in their homes. Pretesting indicated even those who did know were often confused as to which channels they watched [e.g., Cable-9 (WDCA-20) or Channel-5 (WTTG-9)?]. (One question on the questionnaire attempted to obtain from the children the channel numbers they received, and whether the numbers were cable or not. The responses were not usable, however.) Given these limitations accurate data would be difficult to obtain. There was also a need to minimize respondent burden, the amount of time spent answering the questionnaires. A final reason for excluding cable-TV information from the survey deals with the nature of the carriage information itself. The information constantly changes and was not available more than a few days in advance

for broadcast stations, ten alone for cable-channels. The limited time available simply did not provide an opportunity for including cable coverage.

There are other ways of indirectly assessing the impact of cable on Black-TV viewership, however. We obtained cable information on the cities we visited from the National Cable Television Association. The information included whether or not cable was available in an area, how many channels were carried, the extent of cable coverage (number of subscribers/number of potential subscribers), and which Black-TV series were carried by the stations on cable. This information is presented in Table 8.1. Roughly 50 percent of the cities were served by cable. Each cable carried an average of 33 channels. In those survey cities served by cable, a family had between a 23 percent to 33 percent chance of being on a cable. Since many of the families (and students) we surveyed were subscribers, we sought further information regarding the demographic breakdown of cable subscribers, but this information was not available.

There was considerable overlap between the series we asked about in each city and the series carried on cable. This high degree of overlap adds credence to our estimates of viewership since all these series were asked about specifically by name, on the questionnaire. There was an open-ended "other" response which covered any programs not specifically asked about, but these data were not comparable to those which asked about a program by name.

Unfortunately, it is not possible to determine the effect of cable-TV per se on Black-TV viewership. Since it was not possible to determine exactly which children had cable, it was not possible to discern the data to determine any facilitating effect of cable upon Black-TV viewership.

TABLE E.1: CABLE COVERAGE OF ESAA-TV SITES

SITE	Cable Status: Cable	Cable Status: No Cable	Number of Channels Picked-Up by Cable	Number of Cable Subscribers / Number of Homes in Area	Percentage of Homes in Area Served by Cable	As We See It	Carrascolends	Gettin Over	Infinity Factor	La Bonne Aventure	La Esquina	Mundo Real	Que Pasa USA	Rebop	South by Northwest	The Real People	Vegetable Soup	Villa Alegre
DOZIER, ALABAMA																		
Elba, Ala.	X		9	949 / 1700	56			X	X									X
Enterprise, Ala.	X		9	2738 / 4000	68									•				
TUCSON, ARIZONA																		
Tucson, Ariz.	X		12	1263 / 2022	62													
FRESNO, CALIFORNIA																		
Fresno, Cal.	X		9	** / 85,000			X		X					X	X		X	X
Fowler, Cal.		X																
Orosi, Cal.		X																
Clovis, Cal.	X		9	** / 85,000			•		•					•			•	•
LOS ANGELES, CALIFORNIA																		
Coachella Valley, Cal.	X		**	**			X		X					X			X	X
Calabasas, Cal.		**					•		•					•			•	•
Compton, Cal.		X																
SAN DIEGO, CLAIFORNIA																		
San Ysidro, Cal.		**					X	X	X					X			X	X
Oceanside, Cal.	X																	
San Diego, Cal. (includes Chula Vista)	X		14	116,012 / 350,000	35		•							•			•	•
SAN FRANCISCO, CALIFORNIA																		
Patterson, Cal.																		
Petaluma, Cal.	X		13	9,422 / 11,390	83		X		X					X	X		X	X
							•		•					•			•	•
SAN JOSE, CALIFORNIA																		
Oakland, Cal.	X		18	22,155 / 145,000	15		X		X					X	X		X	X
Fremont, Cal.	X		17	5,421 / 27,060	20		X		X					X			•	•
Union City, Cal.		X					•		•					•			•	•

TABLE E.1: (continued)

SITE	Cable Status: Cable	Cable Status: No Cable	Number of Channels Picked-Up by Cable	Number of Cable Subscribers / Number of Homes in Area	Percentage of Homes in Area Served by Cable	As We See It	Carrascolendas	Gettin Over	Infinity Factor	La Bonne Aventure	La Esquina	Mundo Real	Que Pasa USA	Rebop	South by Northwest	The Real People	Vegetable Soup	Villa Alegre
DENVER, COLORADO																		
Fort Lupton, Col.		X																
Lakewood, Col.		X																
PUEBLO, COLORADO																		
Pueblo, Col.	X		9	6,224 / 35,799	17		X *		*					X *				X *
NEW HAVEN, CONNECTICUT																		
New Haven, Conn.	X		18	2,000 / 80,000	3			X	X *			X *		X *			*	X *
MIAMI, FLORIDA																		
Miami, Fla.		X																
Fort Lauderdale, Fla.		X																
ORLANDO, FLORIDA																		
Orlando, Fla.	X		13	20,048 / 120,119	16		X *											
TAMPA, FLORIDA																		
Bushnell, Fla.		X																
Webster, Fla.		X					*		X *			*						X *
COLUMBUS GEORGIA																		
Greenville, Ga.		X																
BLOOMINGTON, INDIANA																		
Bloomington, Ind.	X		10	7,440 / 15,000	50		X *		X *					X *				X *
CHICAGO, INDIANA																		
Gary, Ind.	X		13	504 / 55,000	1		X *		X *					X *			X	X *
Hammond City, Ind.		X																
EAST CHICAGO, INDIANA																		
East Chicago, Ind.		X																
ST. JOHN, INDIANA																		
La Porte, Ind.		X																

TABLE E.1: (continued)

SITE	Cable Status: Cable	Cable Status: No Cable	Number of Channels Picked-up by Cable	Number of Cable Subscribers / Number of Homes in Area	Percentage of Homes in Area Served by Cable	As We See It	Carrascolends	Gettin Over	Infinity Factor	La Bonne Aventure	La Esquina	Mundo Real	Que Pasa USA	Rebop	South by Northwest	The Real People	Vegetable Soup	Villa Alegre
DES MOINES, IOWA																		
Dike, Iowa		X																
LOUISVILLE, KENTUCKY																		
Louisville, Ky.		X																
BATON ROUGE, LOUISIANA																		
Baton Rouge, La.	X		6	18,271 / 88,000	21		X	X						X *				X *
AUGUSTA, MAINE																		
Gardiner	X		10	6,800 / 10,000	68		X		X	X				X				X
Phillips	X		**	**					*	*				*				*
UNIVERSITY CENTER, MICHIGAN																		
Pinconning, Mich.		X																
ST. PAUL, MINNESOTA																		
St. Paul, Minn.	X		18	**														
KANSAS CITY, MISSOURI																		
Peculiar, Mo.		X																
ST. LOUIS, MISSOURI																		
St. Louis, Mo.		X																
MONTCLAIR, NEW JERSEY																		
Camden City, N. J.		X																
ALBUQUERQUE, NEW MEXICO																		
Albuquerque		X																
Espanola		X																
NEW YORK, NEW YORK																		
Perth Amboy, N. J.		**					X	X	X			X		X			X	X
Valley Stream, N.Y.		X																
Rockland Co. (includes Stony Point, N.Y.)	X		11	5,000 / 15,000	38		*		*			*		*			*	*

TABLE E.1: (continued)

SITE	Cable Status: Cable	Cable Status: No Cable	Number of Channels Picked-Up by Cable	Number of Cable Subscribers / Number of Homes in Area	Percentage of Homes in Area Served by Cable	As We See It	Carrascolends	Gettin Over	Infinity Factor	La Bonne Aventure	La Esquina	Mundo Real	Que Pasa USA	Rebop	South by Northwest	The Real People	Vegetable Soup	Villa Alegre
ROCHESTER, NEW YORK Brockport, N.Y.		X																
GREENVILLE, NORTH CAROLINA Greenville, N.C.		X																
TOLEDO, OHIO Toledo, Ohio	X		12	42,000 / 160,000	26		X *	X	X *	X				X *			X	X
BOWLING GREEN, OHIO Bowling Green, Oh.	X		11	2,750 / 6,300	44		X *	X	X *					X *			X	X
PORTLAND, OREGON Independence, Ore.	X		8	**			X *	X *	X *					X *	X		X *	X *
HERSHEY, PENNSYLVANIA Lancaster, Pa.	X		17	21,637 / 43,000	50				X *					X *			X *	X
PHILADELPHIA, PENNSYLVANIA Camden, N.J. Norristown, Pa. Philadelphia, Pa.	X	X X	10	2,336 / 12,733	18		X *	X	X *			X *		X *				X *
FLORENCE, SOUTH CAROLINA Camden, S.C.	X		9	6,378 / 14,947	43										X			X *
CHATTANOOGA, TENNESSEE Chattanooga, Tenn.		X																
BROWNSVILLE, TEXAS Harlingen, Texas	X		10	28,000 / 80,000	35		X *				X							*

ABLE E.1: (continued)

SITE	Cable Status: Cable	Cable Status: No Cable	Number of Channels Picked-Up by Cable	Number of Cable Subscribers / Number of Homes in Area	Percentage of Homes in Area Served by Cable	As We See It	Carrascolends	Gettin Over	Infinity Factor	La Bonne Aventure	La Esquina	Mundo Real	Que Pasa USA	Rebop	South by Northwest	The Real People	Vegetable Soup	Villa Alegre
CORPUS CHRISTI, TEXAS Robstown, Texas		X																
DALLAS, TEXAS Kilmer Hutchins School District, Tex. Ferris, Tex. Grand Prairie, Tex.		X X **																
EL PASO, TEXAS Canutillo, Tex. El Paso, Tex.	X	X	9	28,860 / 87,296	33		X	X	X *					X *	X			X *
HOUSTON, TEXAS Houston, Tex. Palacios, Tex.	X	 **	**	**														
SAN ANTONIO, TEXAS San Antonio, Tex.		X																
PROVO, UTAH Salt Lake, Utah	X		6	9,544 / 34,820	27		X *		X *					X *				X *
ROANOKE, VIRGINIA Rocky Mount, Va.	X		11	2,940 / 60,000	5				X					X *				X
YAKIMA, WASHINGTON Yakima Co.	X		8	972 / 26,928	4		X		X *					X *	X		*	X *
Summary: X						Ø	1	9	3	1	1	Ø	Ø	Ø	7	Ø	3	5
Summary: *						Ø	1	Ø	1	Ø	Ø	1	Ø	1	Ø	Ø	2	1
Summary: X*						Ø	16	1	18	1	Ø	3	Ø	21	Ø	Ø	8	20

**: Figures not available
X: Show carried on cable
*: Show listed on questionnaire
X*: Show on cable and questionnaire

ABLE E.1: (continued)

TOTAL NUMBER OF SITES SERVED BY CABLE	Total Number of Channels Picked-up by Cable	Average Number of Channels Picked-up by Cable	Total Number of Cable Subscribers Total Number of Homes	Percentage of Homes Served by Cable
Cable: 34 No cable: 34 Unknown: 5	329	11	36,9674 14,85,054 =25%	mean %: 33

Total Number of Cable ESAA Programs not on questionnaire / Total ESAA Shows at Cable Sites = 23/128 = 26%

Total Number of Questionnaire ESAA Programs not on Cable / Total ESAA Shows at Cable Sites = 5/128 = 4%

Total Number of ESAA Programs on Questionnaire and on Cable / Total ESAA Shows at Cable Sites = 88/128 = 69%

APPENDIX F

ESAA-TV Carriage Information Table -- Time Periods and Types of Competition

	NO. OF SITES	NO. OF AIRINGS	NEWS	CARTOON	GAME SHOW	SIT COMEDY	DRAMA	NUMBER OF SHOWS	COMPETITION VARIETY	AIRINGS OTHER	UNKNOWN	ESAA
CASPER COLLEGIANS												
SAT 8-12	25	31	2	41	0	0	19	0	4	24	15	4
SUN 8-12	5	5	1	1	1	1	1	1	1	1	1	1
MON-FRI 8-8:30	1	1	0	1	1	1	1	1	1	1	1	1
MON-FRI 5:30--	1	1	1	1	1	1	1	1	1	1	1	1
OTHER	9	17	11	42	18	17	16	1	14	42	27	2
TOTAL												
BAP[illegible] FACTORY												
SAT 8-12	17	18	0	23	0	0	2	3	10	19	6	0
SUN 8-12	1	1	1	1	1	1	1	1	1	1	1	1
MON-FRI 8-8:30	1	1	1	1	1	1	1	1	1	1	1	1
MON-FRI 5:30--	1	1	1	1	1	1	1	1	1	1	1	1
OTHER	25	33	12	23	32	33	32	1	18	32	32	1
TOTAL												
REDD												
SAT 8-12	28	30	2	34	0	22	7	1	7	29	18	0
SUN 8-12	20	21	1	1	1	1	12	1	21	12	1	1
MON-FRI 8-8:30	1	1	11	1	1	1	1	1	1	1	1	1
MON-FRI 5:30--	1	1	1	1	1	1	1	1	1	1	1	1
OTHER	11	14	21	21	12	21	13	11	21	21	21	1
TOTAL												
VILLA A[illegible]ESPE												
SAT 8-12	18	20	0	43	0	3	2	0	3	11	6	0
SUN 8-12	11	13	1	1	2	1	1	1	1	12	10	1
MON-FRI 8-8:30	1	1	1	1	1	1	1	1	1	1	1	1
MON-FRI 5:30--	27	45	21	1	1	23	23	1	22	27	18	1
OTHER	21	33	46	46	33	32	32	1	11	33	33	2
TOTAL		150										
VEGETABLE SOUP												
SAT 8-12	1	1	0	1	0	0	0	1	1	0	1	0
SUN 8-12	1	1	1	1	1	1	1	1	1	1	1	1
MON-FRI 8-8:30	1	1	1	1	1	1	1	1	1	1	1	1
MON-FRI 5:30--	1	1	1	1	1	1	1	1	1	1	1	1
OTHER	10	11	1	1	11	11	11	10	11	11	10	1
TOTAL												
LA [illegible] AVENUE												
FRI 1030	1	1	2	1	1	1	1	1	1	1	1	1
SUN 0915	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL												
LA [illegible]												
SUN 1300	2	2	1	1	1	1	1	1	1	1	1	1
SUN 1730	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL												
[illegible]WOOD REAL												
WED 1630	1	2	1	1	1	1	1	1	1	1	1	1
SAT 1000	1	1	1	1	1	1	1	1	1	1	1	1
SUN 1300	1	1	1	1	1	1	1	1	1	1	1	1
SUN 1130	2	4	1	1	1	1	2	1	1	1	1	1
TOTAL												
GETTIN[illegible]												
SAT 1430	1	1	1	1	1	1	1	1	1	1	1	1
SAT 1830	1	1	1	1	1	1	1	1	1	1	1	1
SUN 1230	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL	3	3	1	1	1	1	1	3	1	1	1	1
[illegible] PASS: USA												
SUN 1900	1	1	1	1	1	1	1	1	1	1	1	1
TOTAL		1	1	1	1	1	1	1	1	1	1	1

APPENDIX G

Additional Tables

TABLE G.1: FAMILY VIEWING HABITS BY CARRASCOLENDAS VIEWERSHIP

At night, I watch TV by myself:

LEVEL 2

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	30+	40
	Non-Viewer	40	18+
Hispanic	- Viewer	45	37
	Non-Viewer	55	45
Other	- Viewer	28	72
	Non-Viewer	35	74

LEVEL 3

Grade by Ethnicity Comparisons With Differences Between Viewers and Non-Viewers

		Always	Most Of The Time	Once In A While	Never
GRADE 6					
Other	- Viewer	17	17	45	21
	Non-Viewer	3	9	43+	26
GRADE 7					
Black	- Viewer	12	29	36	12
	Non-Viewer	4	21	45	30+

TABLE

GRADE & ETHNICITY	Always	Most Of The Time	Once In A While	Never	ALL CHARACTERISTICS	Always	Most of The Time	Once In A While	Never
Black					Grade 6				
Viewer	6	31	42	21	Viewer	12	21	37	29
Non-Viewer	7	23	48	22	Non-Viewer	4	15	52+	27
Hispanic					Grade 7				
Viewer	11	14	48	28	Viewer	6	14	41	23
Non-Viewer	7	18	45	30	Non-Viewer	3	18	40	28
Other					Grade 10				
Viewer	8	24	42	26	Viewer	3	16	69	13
Non-Viewer	3	12	67	19	Non-Viewer	1	15	69	15

NOTE: Table entries are row percents.

TABLE G.1: (continued)

on night, I watch TV with my brothers and sisters:

LEVEL 2

Grade 1		Most Of The Time	Once In A While
Black	- Viewer	61+	19
	Non-viewer	45	34+
Hispanic	- Viewer	74	16
	Non-viewer	71	18
Other	- Viewer	78	14
	Non-viewer	75	17

LEVEL 3

Grade By Ethnicity Comparisons With Differences Between Viewers and Non-Viewers

		Viewers	Most Of The Time	Once In A While	Never
GRADE 4					
Black	- Viewer	53	26	30	12
	Non-viewer	37	45+	28	8
Other	- Viewer	59	31	33	7
	Non-viewer	35	53+	24	3
GRADE 7					
Hispanic	- Viewer	60+	44	44	8
	Non-viewer	35	57	34	3
GRADE 10					
Hispanic	- Viewer	57	46	37	12
	Non-viewer	30	70	26+	10
Other	- Viewer	8	60+	24	8
	Non-viewer	7	67	26	8

TOTALS

Grade & Ethnicity	Viewers	Most Of The Time	Once In A While	Never	Non Viewers	Viewers	Most Of The Time	Once In A While	Never
Black					Grade 4				
Viewer	73	51	34	11	Viewer	68	39	39	11
Non-viewer	36	65	26	5	Non-viewer	29	66+	27	4
Hispanic					Grade 7				
Viewer	56	38	15	8	Viewer	55	47	33	6
Non-viewer	29	62	25	4	Non-viewer	29	52	40	6
Other					Grade 10				
Viewer	39	46	35	9	Viewer	30	58	35	9
Non-viewer	15	51	28	6	Non-viewer	10	60	30	8

NOTE: Table entries are row percents.

TABLE C.1: (continued)

[illegible]

LEVEL 2

[illegible]		Mean SF-36 PCS Time	Mean SF-36 MCS Time
[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]

LEVEL 3

[illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

[illegible]		[illegible]	Mean SF-36 PCS Time	Mean SF-36 MCS Time	[illegible]
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

[illegible] [illegible]	[illegible]	Mean SF-36 PCS Time	Mean SF-36 MCS Time	[illegible]	[illegible] [illegible]	[illegible]	Mean SF-36 PCS Time	Mean SF-36 MCS Time	[illegible]
[illegible]					[illegible]				
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					[illegible]				
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]					[illegible]				
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]: [illegible] [illegible] [illegible] [illegible].

TABLE C.1: (continued)

TABLE G.1: (continued)

I pick the programs that I watch:

LEVEL A

GRADE 1		Most of The Time	Once In A While
Black	- Viewer	73	27
	Non-viewer	62	38
Hispanic	- Viewer	68	32
	Non viewer	61	39
Other	- Viewer	81	19
	Non viewer	70	30

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers and Non-Viewers

	Viewers	Most Of The Time	Once In A While	Never
GRADE 1				
Black - Viewer	59+=	35	6	1
Non-viewer	28	57	32	5
Other - Viewer	10	69+=	27	3
Non-viewer	14	36	45+	5
GRADE 10				
Hispanic - Viewer	9	55	36+	0
Non-viewer	18	60	21	1
Other - Viewer	13	65	22	2
Non-viewer	28+	58	14	0

TOTALS

GRADES 9,7,10	Viewers	Most Of The Time	Once In A While	Never	ALL ETHNICITIES	Viewers	Most Of The Time	Once In A While	Never
Black					Grade 4				
Viewer	59+	41	9	0	Viewer	24	47	28	3
Non-viewer	34	43	21	2	Non-viewer	19	56	40	5
Hispanic					Grade 7				
Viewer	28	37	35	3	Viewer	19	47	33	1
Non-viewer	22	46	29	3	Non-viewer	21	50	27	2
Other					Grade 10				
Viewer	9	40	29	2	Viewer	16	58	25	1
Non-viewer	19	50	29	2	Non-viewer	29	57	14	0

NOTE: Table entries are row percents.

TABLE G.1: (continued)

Does anybody in your family ever tell you to watch certain programs?

LEVEL A

GRADE 1		Yes	No
Black	- Viewer	42	58
	Non-viewer	42	58
Hispanic	- Viewer	57	43
	Non-viewer	46	54
Other	- Viewer	33	67
	Non-viewer	33	67

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-viewers

	Yes	No
GRADE 4		
Black		
Viewer	42	58+
Non-viewer	66+	34

TOTALS

GRADES 4,7,10	Yes	No	ALL ETHNICITIES	Yes	No
Black			Grade 4		
Viewer	44	56	Viewer	32	48
Non-viewer	57	43	Non-viewer	55	45
Hispanic			Grade 7		
Viewer	50	50	Viewer	40	60
Non-viewer	45	55	Non-viewer	47	53
Other			Grade 10		
Viewer	47	53	Viewer	46	54
Non-viewer	47	53	Non-viewer	47	53

NOTE: Table entries are row percents.

TABLE G.2: FAMILY VIEWING HABITS BY INFINITY FACTORY VIEWERSHIP

At night, I watch T.V. by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	48	52
	Non-viewer	51	49
Hispanic	- Viewer	36	64
	Non-viewer	31	69
Other	- Viewer	40+	60
	Non-viewer	23	77+

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

		Always	Most Of The Time	Once In A While	Never
Grade 4					
Black	- Viewer	7	40+	38	15
	Non-viewer	8	23	37	32+
Hispanic	- Viewer	34++	18	21	27
	Non-viewer	10	20	33	37
Grade 7					
Black	- Viewer	16	12	57	15
	Non-Viewer	4	22	43	31+
Grade 10					
Other	- Viewer	3	15	81	1
	Non-Viewer	1	11	72	16+

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	8	34	43	15
Non-viewer	7	23	45	25
Hispanic				
Viewer	20	16	26	38
Non-viewer	6	14	49	31
Other				
Viewer	5	19	66	10
Non-viewer	1	13	66	20

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	9	32+	44	15
Non-viewer	4	16	48	32+
Grade 7				
Viewer	5	13	71	11
Non-viewer	2	15	61	22
Grade 10				
Viewer	2	21	70	7
Non-viewer	2	13	70	15

NOTE: Table entries are row percents.

TABLE G.2: (continued)

At night, I watch T.V. with my brothers and sisters:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	88+++	12
	Non-viewer	57	43
Hispanic	- Viewer	76	24
	Non-viewer	81	19
Other	- Viewer	69	31
	Non-viewer	63	37

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Grade 4		Always	Most Of The Time	Once In A While	Never
Black	- Viewer	24	50++	17	9
	Non-Viewer	33	29	31	7
Hispanic	- Viewer	62+++	19	13	6
	Non-Viewer	35	35+	21	9
Grade 7					
Other	- Viewer	21	30	41	8
	Non-Viewer	14	53++	28	5
Grade 10					
Other	- Viewer	11	83+++	3	3
	Non-Viewer	7	50	36+++	7

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	23	50	17	10
Non-viewer	27	41	27	5
Hispanic				
Viewer	47+	22	15	16
Non-viewer	30	44++	18	8
Other				
Viewer	15	51	27	7
Non-viewer	14	50	30	6

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	22	49	21	8
Non-viewer	28	40	25	7
Grade 7				
Viewer	24	37	30	9
Non-viewer	18	51	27	4
Grade 10				
Viewer	10	71++	13	6
Non-viewer	10	50	33++	7

NOTE: Table entries are row percents.

TABLE G.2: (continued)

On Saturday morning, I watch T.V. with my brothers and sisters:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	82	18
	Non-viewer	74	26
Hispanic	- Viewer	80	20
	Non-viewer	88	12
Other	- Viewer	74	26
	Non-viewer	67	33

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

		Always	Most Of The Time	Once In A While	Never
Grade 7					
Black	- Viewer	9	44	28	19
	Non-Viewer	32++	34	27	7
Grade 10					
Other	- Viewer	11	49+++	37	3
	Non-Viewer	2	21	45	32+++

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	24	40	24	12
Non-viewer	31	32	24	13
Hispanic				
Viewer	37	27	33	3
Non-viewer	32	28	26	14
Other				
Viewer	19	42	34	5
Non-viewer	14	28	38	20

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	26	41	24	9
Non-viewer	35	31	23	11
Grade 7				
Viewer	21	32	40	7
Non-viewer	19	33	34	14
Grade 10				
Viewer	10	39	48	3
Non-viewer	5	25	41	29+++

NOTE: Table entries are row percents.

TABLE G.2: (continued)

On Saturday mornings, I watch T.V. by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	69++	31
	Non-viewer	49	51++
Hispanic	- Viewer	47	53
	Non-viewer	51	49
Other	- Viewer	50	50
	Non-viewer	45	55

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Grade 4		Always	Most Of The Time	Once In A While	Never
Black	- Viewer	17	37+	36	10
	Non-Viewer	22	19	26	33++
Hispanic	- Viewer	41+++	11	34	14
	Non-Viewer	14	30++	23	33+
Grade 7					
Black	- Viewer	52+++	8	31	9
	Non-Viewer	8	29++	32	31++
Grade 10					
Other	- Viewer	0	24	54	22
	Non-Viewer	2	14	42	42++

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	22	31	37	10
Non-viewer	13	23	32	32++
Hispanic				
Viewer	26+	11	44	19
Non-viewer	8	20	31	41++
Other				
Viewer	12	20	43	25
Non-viewer	6	17	44	33

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	19	31	36	14
Non-viewer	15	21	38	26
Grade 7				
Viewer	18	13	47	22
Non-viewer	6	20	43	31
Grade 10				
Viewer	1	15	67+++	17
Non-viewer	3	14	42	41++

NOTE: Table entries are row percents.

TABLE G.2: (continued)

At night, I watch T.V. by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	48	52
	Non-viewer	51	49
Hispanic	- Viewer	36	64
	Non-viewer	31	69
Other	- Viewer	40+	60
	Non-viewer	23	77++

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

		Always	Most Of The Time	Once In A While	Never
Grade 4					
Black	- Viewer	7	40+	38	15
	Non-viewer	8	23	37	32+
Hispanic	- Viewer	34++	18	21	27
	Non-viewer	10	20	33	37
Grade 7					
Black	- Viewer	16	12	57	15
	Non-Viewer	4	22	43	31+
Grade 10					
Other	- Viewer	3	15	81	1
	Non-Viewer	1	11	72	16+

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	8	34	43	15
Non-viewer	7	23	45	25
Hispanic				
Viewer	20	16	26	38
Non-viewer	6	14	49	31
Other				
Viewer	5	19	66	10
Non-viewer	1	13	66	20

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	9	32+	44	15
Non-viewer	4	16	48	32+
Grade 7				
Viewer	5	13	71	11
Non-viewer	2	15	61	22
Grade 10				
Viewer	2	21	70	7
Non-viewer	2	13	70	15

NOTE: Table entries are row percents.

TABLE G.2: (continued)

I pick the programs that I watch:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	69	31
	Non-viewer	64	36
Hispanic	- Viewer	80+++	20
	Non-viewer	50	50+++
Other	- Viewer	72	28
	Non-viewer	72	28

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

		Always	Most Of The Time	Once In A While	Never
Grade 4					
Hispanic	- Viewer	51+++	28	20	1
	Non-Viewer	31	33	31	5
Grade 7					
Black	- Viewer	39	55+	6	0
	Non-Viewer	43	39	17	1
Grade 10					
Other	- Viewer	6	76	18	0
	Non-Viewer	31	56	13	0

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	27	39	31	3
Non-viewer	38	41	19	2
Hispanic				
Viewer	34+	41	20	5
Non-viewer	18	43	35	4
Other				
Viewer	18	52	29	1
Non-viewer	20	52	26	2

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	27	37	33	3
Non-viewer	15	39	40	6
Grade 7				
Viewer	27	49	23	1
Non-viewer	21	50	27	2
Grade 10				
Viewer	5	67	28	0
Non-viewer	31+++	55	14	0

NOTE: Table entries are row percents.

TABLE G.2: (continued)

Does anybody in your family ever tell you to watch certain programs?

LEVEL A

GRADE 1		Yes	No
Black	- Viewer	74***	26
	Non-viewer	41	59***
Hispanic	- Viewer	65***	35
	Non-viewer	40	60***
Other	- Viewer	42	58
	Non-viewer	39	61

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-viewers

	Yes	No
Grade 7		
Black - Viewer	15	85***
Non-Viewer	48***	51

TOTALS

GRADES 4,7,10	Yes	No	ALL ETHNICITIES	Yes	No
Black			Grade 4		
Viewer	51	49	Viewer	55	45
Non-viewer	55	45	Non-viewer	56	44
Hispanic			Grade 7		
Viewer	55	45	Viewer	40	60
Non-viewer	49	51	Non-viewer	47	53
Other			Grade 10		
Viewer	46	54	Viewer	31	69
Non-viewer	47	53	Non-viewer	42	58

NOTE: Table entries are row percents.

TABLE G.3 : VIEWERSHIP OF REBOP ON PUBLIC AND COMMERCIAL TELEVISION, BY GRADE AND BY ETHNICITY/RACE

	GRADE 3			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	5	56	39	3	78	19	3	88	9	1	94	6
Commercial	—	—	—	—	—	—	—	—	—	—	—	—
EVER WATCHED												
Public	NO DATA FOR GRADE 3			10	82	8	9	87	4	6	87	7
Commercial				—	—	—	—	—	—	—	—	—
Both				—	—	—	—	—	—	—	—	—
HEARD OF												
Public	NO DATA FOR GRADE 3			17	75	8	16	80	4	14	79	7
Commercial				—	—	—	—	—	—	—	—	—
Both				—	—	—	—	—	—	—	—	—
PREFER												
Public	10	53	37	5	89	6	5	92	3	4	95	1
Commercial	—	—	—	—	—	—	—	—	—	—	—	—

	BLACK			HISPANIC			OTHER			OVERALL		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
WATCHED LAST WEEK												
Public	4	81	15	3	76	21	2	84	14	2	73	25
Commercial	—	—	—	—	—	—	—	—	—	—	—	—
EVER WATCHED												
Public	11	82	7	8	84	10	9	87	4	7	78	15
Commercial	—	—	—	—	—	—	—	—	—	—	—	—
Both	—	—	—	—	—	—	—	—	—	—	—	—
HEARD OF												
Public	17	75	7	12	78	10	15	81	4	10	87	13
Commercial	—	—	—	—	—	—	—	—	—	—	—	—
Both	—	—	—	—	—	—	—	—	—	—	—	—
PREFER												
Public	7	87	6	8	82	10	5	87	8	3	88	9
Commercial	—	—	—	—	—	—	—	—	—	—	—	—

NOTE: Table entries are within grade/ethnicities percents. Insufficient data are indicated by —.

TABLE G.4 : FREQUENCY OF TV VIEWING BY REBOP VIEWERSHIP

[redacted]

LEVEL 5

		Frequency of Viewing			
		High 1	2	3	Low 4
Black	- Viewer				
	Non-viewer	Insufficient Viewers			
Hispanic	- Viewer	0	57>=	43	0
	Non-viewer	0	33	65>=	2
Other	- Viewer	0	37	58	12
	Non-viewer	0	16	34	39

LEVEL 3

		Frequency of Viewing			
		High 1	2	3	Low 4
Black	- Viewer	3	61	34	0
	Non-viewer	1	52	46	1
Hispanic	- Viewer	1	64	35	0
	Non-viewer	1	52	45	2
Other	- Viewer	0	43	48	9
	Non-viewer	0	16	68	16

		Frequency of Viewing			
		High 1	2	3	Low 4
		0	33	67>=	0
		2	52>=	44	2
		Insufficient Viewers			
		0	33	79	18
		0	16	67	17

		Frequency of Viewing			
		High 1	2	3	Low 4
Black	- Viewer	0	0	89>=	11
	Non-viewer	0	33>=	57	10
Hispanic	- Viewer	0	33	63	14
	Non-viewer	0	14	33	54>=
Other	- Viewer	0	5	77>=	18
	Non-viewer	0	0	50	50>=

LEVEL 1

Grades 4,7,10		Frequency of Viewing			
		High 1	2	3	Low 4
Black	- Viewer	1	60	36	3
	Non-viewer	1	47	48	4
Hispanic	- Viewer	1	53>	41	5
	Non-viewer	0	34	50	14
Other	- Viewer	0	23	65	12
	Non-viewer	0	18	68	23

All Grades/Types		Frequency of Viewing			
		High 1	2	3	Low 4
Grade 4	- Viewer	1	53	42	4
	Non-viewer	1	40	54	5
Grade 7	- Viewer	0	23	70	7
	Non-viewer	0	24	62	14
Grade 10	- Viewer	0	5	77>=	18
	Non-viewer	0	10	55	35>

NOTE: Table entries are row percents.

TABLE G.8: FAMILY VIEWING HABITS BY REBOP VIEWERSHIP

[illegible] At night, I watch TV to unwind:

[illegible]

[illegible]		Most Of The Time	Once In A While
Black	- Viewer	[illegible]	[illegible]
	Non-viewer		
Hispanic	- Viewer	62%	46
	Non-viewer	33	Three
Other	- Viewer	63%	47
	Non-viewer	38	53%

[illegible]

[illegible]

	Always	Most Of The Time	Once In A While	Never
Grade 4				
Hispanic - Viewers	11	13	58	17
Non-viewers	13	15	58	14%
Grade 12				
Hispanic - Viewers	1	10	46	44%
Non-viewers	5	11	54%	29

[illegible]

[illegible]	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	6	26	47	21
Non-viewer	7	26	46	21
Hispanic				
Viewer	7	28	44	21
Non-viewer	7	26	46	21
Other				
Viewer	5	20	46	29
Non-viewer	3	20	47	30

All Generations	Always	Most Of The Time	Once In A While	Never
Grade 4				
Viewer	10	24	43	23
Non-viewer	9	24	43	27
Grade 7				
Viewer	4	19	48	9
Non-viewer	5	19	41	35
Grade 10				
Viewer	1	18	72	9
Non-viewer	5	19	71	25

NOTE: Table entries are row percents.

TABLE G.5 (continued)

[illegible] 2 years 79 with no [illegible]

[illegible] 1

[illegible]		Mean SF-36 PCS Time	Mean SF-36 MCS Time
Black	Female	[illegible]	[illegible]
	Male		
Hispanic	Female	48	[illegible]
	Male	[illegible]	0
Other	Female	[illegible]	10
	Male	49	[illegible]

[illegible] 2

Grade 10 Adolescent Subjects With Different Gender Scores and Non-Scores

		Scores	Mean SF-36 PCS Time	Mean SF-36 MCS Time	Score
Grade 7					
Black	Female	55	55	56	54
	Non-Hispanic	55	56	55	0
Hispanic	Female	57	55	56	7
	Non-Hispanic	100	55	56	0
Grade 10					
Black	Female	53	47	47	0
	Non-Hispanic	53	46	48	0
Hispanic	Female	[illegible]	51	45	50
	Non-Hispanic	50	[illegible]	47	10

[illegible]

[illegible] Grade	Scores	Mean SF-36 PCS Time	Mean SF-36 MCS Time	Score	All [illegible]	Scores	Mean SF-36 PCS Time	Mean SF-36 MCS Time	Score
Black					Grade 9				
Female	50	54	56	50	Female	55	55	57	50
Non-Female	57	49	54	0	Non-Female	54	49	55	0
Hispanic					Grade 7				
Female	54	51	54	0	Female	54	50	55	0
Non-Female	54	49	50	0	Non-Female	53	49	54	0
Other					Grade 10				
Female	54	54	50	0	Female	0	50	57	0
Non-Female	54	49	54	0	Non-Female	0	49	54	0

NOTE: Table entries are row percents.

Table 6.5 : (continued)

(a) Women, 1 and 2 in a row

[illegible]		Sex of the Child	Type of Birth
Boys	: Twins	Different Sexes	
	Not Twins		
Girls	: Twins	0	0
	Not Twins	0	0

(b)

Table 6 Women Categorised by Difference Between Twins and Non-Twins

		Boys	Girls	Sex of the Child	Type of Birth
Table 1					
Boys	: Twins	0	0	0	0
	Not Twins	0	0	0	0
Girls	: Twins	0	0	0	0
	Not Twins	0	0	0	0
Table 2					
Boys	: Twins	0	0	0	0
	Not Twins	0	0	0	0
Girls	: Twins	0	0	0	0
	Not Twins	0	0	0	0

(c)

Table 1		Sex of the Child	Type of Birth	Table 2		Sex of the Child	Type of Birth
Boys							
Twins	0	0	0	0	Twins	0	0	0	0
Not Twins	0	0	0	0	Not Twins	0	0	0	0
Girls									
Twins	0	0	0	0	Twins	0	0	0	0
Not Twins	0	0	0	0	Not Twins	0	0	0	0
Total									
Twins	0	0	0	0					
Not Twins	0	0	0	0					

(d) (i) Table 1 and 2 are not identical.

TABLE G.5 : (continued)

On Saturday morning, I watch TV with my brothers and sisters:

LEVEL 1

Ethnicity		Most Of The Time	Once In A While
Black	- Viewer	Insufficient Viewers	
	Non-viewer		
Hispanic	- Viewer	74	26
	Non-viewer	88	12
Other	- Viewer	67	33
	Non-viewer	62	38

LEVEL 2

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

		Always	Most Of The Time	Once In A While	Never
Grade 4					
Black	- Viewer	53>	26	13	8
	Non-viewer	36	30	19	15
Hispanic	- Viewer	33	23	43>=	1
	Non-viewer	50>	22	19	9
Grade 10					
Black	- Viewer	19	17	34	30
	Non-viewer	16	34>	28	22

VIEWS

Ethnicity & Y-10	Always	Most Of The Time	Once In A While	Never	All Ethnicities	Always	Most Of The Time	Once In A While	Never
Black					Grade 4				
Viewer	36	30	13	15	Viewer	37	29	24	10
Non-viewer	29	33	24	14	Non-viewer	31	35	21	9
Hispanic					Grade 7				
Viewer	27	27	42>	4	Viewer	23	32	34	11
Non-viewer	11	26	28	13	Non-viewer	17	33	35	15
Other					Grade 10				
Viewer	17	31	37	15	Viewer	7	25	47	23
Non-viewer	13	30	36	19	Non-viewer	5	24	42	29

NOTE: Table entries are row percents.

TABLE G.5 : (continued)

I pick the programs that I watch:

LEVEL 1

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	Insufficient Viewers	
	Non-viewer		
Hispanic	- Viewer	79**	21
	Non-viewer	59	41**
Other	- Viewer	89	11
	Non-viewer	77	23

LEVEL 2

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

		Always	Most Of The Time	Once In A While	Never
Grade 4					
Hispanic	- Viewers	16	67*	14	3
	Non-viewers	30*	31	29	9
Grade 10					
Black	- Viewers	63***	33	4	0
	Non-viewers	34	52**	12	0
Hispanic	- Viewers	10	30	60***	0
	Non-viewers	15	68***	16	1

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	47	40	11	2
Non-viewer	36	41	20	3
Hispanic				
Viewer	15	45	38	2
Non-viewer	23	42	31	4
Other				
Viewer	22	52	24	3
Non-viewer	21	50	27	2

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	23	33	39	5
Non-viewer	19	36	40	5
Grade 7				
Viewer	24	60	16	0
Non-viewer	20	50	29	2
Grade 10				
Viewer	35	52	12	1
Non-viewer	31	55	13	1

NOTE: Table entries are row percents.

TABLE G.5 : (continued)

Does anybody in your family ever tell you to watch certain programs?

LEVEL A

GRADE 1		Yes	No
Black	- Viewer	Insufficient Viewers	
	Non-viewer		
Hispanic	- Viewer	65+++	35
	Non-viewer	36	64+++
Other	- Viewer	39	61
	Non-viewer	38	62

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-viewers

	Yes	No
GRADE 4		
Black		
Viewer	33	67+++
Non-viewer	64+++	36
GRADE 10		
Black		
Viewer	37++	63
Non-viewer	60	40++
Other		
Viewer	21	79++
Non-viewer	44++	56

TOTALS

GRADES 4,7,10	Yes	No	ALL ETHNICITIES	Yes	No
Black			Grade 4		
Viewer	36	64+	Viewer	34	66
Non-viewer	54+	46	Non-viewer	55	45
Hispanic			Grade 7		
Viewer	63+	37	Viewer	47	53
Non-viewer	46	54+	Non-viewer	46	54
Other			Grade 10		
Viewer	44	56	Viewer	26	74++
Non-viewer	48	52	Non-viewer	46++	54

NOTE: Table entries are row percents.

TABLE G 6 : FAMILY VIEWING HABITS BY VEGETABLE SOUP VIEWERSHIP

At night, I watch TV by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	54+++	46
	Non-viewer	19	81+++
Hispanic	- Viewer	35	65
	Non-viewer	36	64
Other	- Viewer	22	78
	Non-viewer	30	70

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Grade 4		Always	Most Of The Time	Once In A While	Never
Black	- Viewer	0	35+	35	30
	Non-viewer	10	19	29	42

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	2	25	49	24
Non-viewer	8	24	42	26
Hispanic				
Viewer	4	32+	34	30
Non-viewer	8	15	45	32
Other				
Viewer	4	12	67	17
Non-viewer	1	12	68	19

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	6	15	59	20
Non-viewer	5	15	47	33
Grade 7				
Viewer	0	14	70	16
Non-viewer	2	15	63	20
Grade 10				
Viewer	2	14	63	21
Non-viewer	2	12	72	14

NOTE: Table entries are row percents.

TABLE G.6: (continued)

At night, I watch TV with my brothers and sisters:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	93	7
	Non-viewer	82	18
Hispanic	- Viewer	73	27
	Non-viewer	73	27
Other	- Viewer	73	27
	Non-viewer	61	39

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Always	Most Of The Time	Once In A While	Never

No comparisons showed any differences between viewers and non-viewers.

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	30	48	19	3
Non-viewer	28	37	30	5
Hispanic				
Viewer	36	35	18	11
Non-viewer	29	44	17	10
Other				
Viewer	16	54	25	5
Non-viewer	12	52	31	5

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	22	51	22	5
Non-viewer	28	41	25	6
Grade 7				
Viewer	20	57	21	2
Non-viewer	15	52	28	5
Grade 10				
Viewer	13	49	31	7
Non-viewer	9	51	34	6

NOTE: Table entries are row percents

TABLE G.6 : (continued)

On Saturday mornings, I watch TV by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	45	55
	Non-viewer	38	62
Hispanic	- Viewer	62	38
	Non-viewer	50	50
Other	- Viewer	43	57
	Non-viewer	53	47

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Grade 4		Always	Most Of The Time	Once In A While	Never
Black	- Viewer	9	44+++	16	31
	Non-viewer	24+	15	29	32
Grade 7					
Black	- Viewer	6	13	51+++	30
	Non-viewer	14	38+++	25	23

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	8	23	37	32
Non-viewer	17	23	29	31
Hispanic				
Viewer	27+	17	29	27
Non-viewer	8	22	29	41
Other				
Viewer	9	21	48	22
Non-viewer	7	16	43	34

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	12	24	48	16
Non-viewer	15	19	38	28
Grade 7				
Viewer	5	22	45	28
Non-viewer	9	21	40	30
Grade 10				
Viewer	9	6	43	43
Non-viewer	4	12	41	43

NOTE: Table entries are row percents.

TABLE G.6 : (continued)

On Saturday mornings, I watch TV with my brothers and sisters:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	80	20
	Non-viewer	78	22
Hispanic	- Viewer	93+	7
	Non-viewer	75	25+
Other	- Viewer	76	24
	Non-viewer	62	38

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

		Always	Most Of The Time	Once In A While	Never
Grade 4					
Black	- Viewer	59++	18	16	7
	Non-viewer	38	29	16	17
Grade 7					
Other	- Viewer	31+++	25	33	11
	Non-viewer	9	34	38	19
Grade 10					
Other	- Viewer	2	9	59+	30
	Non-viewer	2	19	43	36

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	41+	30	24	5
Non-viewer	26	30	27	17
Hispanic				
Viewer	36	31	33	0
Non-viewer	31	27	25	17
Other				
Viewer	19	32	37	12
Non-viewer	9	29	38	24

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	22	40	27	11
Non-viewer	30	36	23	11
Grade 7				
Viewer	30	32	30	8
Non-viewer	12	33	37	18
Grade 10				
Viewer	7	18	54	21
Non-viewer	4	22	41	33

NOTE: Table entries are row percents.

TABLE G.6 : (continued)

I pick the programs that I watch:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	76	24
	Non-viewer	66	34
Hispanic	- Viewer	72+	28
	Non-viewer	57	43+
Other	- Viewer	76	24
	Non-viewer	70	30

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Grade 7		Always	Most Of The Time	Once In A While	Never
Other	- Viewer	7	72+	19	2
	Non-viewer	19	57	24	0

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	20	51	28	1
Non-viewer	33	42	23	2
Hispanic				
Viewer	34	26	32	8
Non-viewer	21	37	37	5
Other				
Viewer	10	55	34	1
Non-viewer	22	55	22	1

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	10	42	47	1
Non-viewer	19	39	38	4
Grade 7				
Viewer	11	67	20	2
Non-viewer	21	53	25	1
Grade 10				
Viewer	25	50	25	0
Non-viewer	27	58	14	1

NOTE: Table entries are row percents.

TABLE G.6 : (continued)

Does anybody in your family ever tell you to watch certain programs?

LEVEL A

GRADE 1		Yes	No
Black	- Viewer	34	66
	Non-viewer	23	77
[illegible]	- Viewer	58	42
	Non-viewer	44	56
[illegible]	- Viewer	30	70
	Non-viewer	38	62

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-viewers

	Yes	No
No comparisons showed any differences between viewers and non-viewers.		

TOTALS

GRADES 4,7,10	Yes	No	ALL ETHNICITIES	Yes	No
Black			Grade 4		
Viewer	56	44	Viewer	52	48
Non-viewer	56	44	Non-viewer	58	42
Hispanic			Grade 7		
Viewer	27	73++	Viewer	50	50
Non-viewer	47++	53	Non-viewer	44	56
Other			Grade 10		
Viewer	48	52	Viewer	49	51
Non-viewer	46	54	Non-viewer	40	60

NOTE: Table entries are row percents.

TABLE G.7: FAMILY VIEWING HABITS BY VILLA ALEGRE VIEWERSHIP

At night, I watch TV by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Black	- Viewer	44+	36
	Non-viewer	46	54+
Hispanic	- Viewer	40	60
	Non-viewer	30	70
Other	- Viewer	34	66
	Non-viewer	25	75

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Grade 10		Always	Most Of The Time	Once In A While	Never
Black	- Viewer	4	9	66	21+
	Non-viewer	9	28+	59	4
Hispanic	- Viewer	12	11	36	41++
	Non-viewer	2	14	66+++	18

TOTALS

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	5	22	44	29
Non-viewer	7	27	47	19
Hispanic				
Viewer	10	14	41	35
Non-viewer	7	18	48	26
Other				
Viewer	2	13	72	13
Non-viewer	3	12	66	20

ALL ETHNICITIES	Always	Most of The Time	Once In A While	Never
Grade 4				
Viewer	8	15	49	28
Non-viewer	6	16	51	27
Grade 7				
Viewer	3	16	64	20
Non-viewer	3	15	66	21
Grade 10				
Viewer	3	12	73	12
Non-viewer	3	15	70	12

NOTE: Table entries are row percents.

At night, I watch TV with my brothers and sisters:

LEVEL A

[illegible]		Most Of The Time	Once In A While
Black	- Viewer	71	29
	Non-viewer	83	17
Hispanic	- Viewer	77	23
	Non-viewer	71	29
Other	- Viewer	73	27
	Non-viewer	75	25

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

	Viewers	Most Of The Time	Once In A While	Never
Grade 10				
Other - Viewer	1	63*	34	2
Non-viewer	0	87	38	*

TOTALS

Ethnic & Y of ED	Viewers	Most Of The Time	Once In A While	Never	All Interviews	Viewers	Most of The Time	Once In A While	Never
Black					Grade 6				
Viewer	55	55	24	0	Viewer	52	59	23	0
Non-viewer	24	45	29	5	Non-viewer	29	46	29	5
Hispanic					Grade 7				
Viewer	55	45	23	0	Viewer	23	50	23	5
Non-viewer	30	42	23	7	Non-viewer	19	54	26	4
Other					Grade 10				
Viewer	13	55	29	0	Viewer	9	54	34	3
Non-viewer	17	57	29	0	Non-viewer	9	48	34	9

NOTE: Table entries are row percents.

TABLE G.7: (continued)

[redacted]

[redacted]

[redacted]

TABLE C.7: (continued)

[redacted]

[redacted]

[redacted]

TABLE G.7: (continued)

[redacted]

[redacted]

[redacted]

TABLE G.7: (continued)

Does anybody in your family ever tell you to watch certain programs?

LEVEL 4

Grade 4		Yes	No
Black	- Viewer	49	51
	Non-viewer	50	50
Hispanic	- Viewer	61>>	39
	Non-viewer	40	60>>
Other	- Viewer	33	67
	Non-viewer	32	68

LEVEL 3

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-viewers

		Yes	No
Grade 4			
Black	- Viewers	45	57>>
	Non-viewers	63>>	37
Grade 7			
Hispanic	- Viewers	57	43
	Non-viewers	39	61
Grade 10			
Hispanic	- Viewers	54>>	46
	Non-viewers	38	62>

TOTALS

Grades 4,7,10	Yes	No
Black		
Viewer	48	52
Non-viewer	55	45
Hispanic		
Viewer	52	48
Non-viewer	44	56
Other		
Viewer	45	55
Non-viewer	46	54

All Ethnicities	Yes	No
Grade 4		
Viewer	54	46
Non-viewer	53	47
Grade 7		
Viewer	45	55
Non-viewer	47	53
Grade 10		
Viewer	38	62
Non-viewer	45	55

NOTE: Table entries are row percents.

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TABLE G.3 : FAMILY VIEWING HABITS BY LA ESQUINA VIEWERSHIP

At night, I watch TV by myself:

LEVEL A

GRADE 7	Most Of The Time	Once In A While
Hispanic - Viewer	72**	30
Non-Viewer	42	58**

LEVEL B

Grade by Ethnicity Comparisons With Differences Between Viewers and Non-Viewers

	Always	Most Of The Time	Once In A While	Never
GRADE 7				
Hispanic - Viewer	21*	33	37	7
Non-Viewer	5	19	64	14

GRADE

Children 6, 7, 10	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	11	24	54	11
Non-Viewer	11	22	48	18

At night, I watch TV with my brothers and sisters:

LEVEL A

GRADE 7	Most Of The Time	Once In A While
Hispanic - Viewer	87	13
Non-Viewer	89	11

LEVEL B

Grade by Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

GRADE 7	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	37	40	11	12
Non-Viewer	26	42	32*	1

TOTALS

Children 6, 7, 10	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	31	35	26	9
Non-Viewer	25	30	38	6

NOTE: Table entries are row percents.

TABLE G.8 : (continued)

On Saturday mornings, I watch TV by myself:

LEVEL A

GRADE 1	Most Of The Time	Once In A While
Hispanic - Viewer	59	41
Non-viewer	45	55

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers and Non-Viewers

GRADE 7	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	24+	9	34	32
Non-viewer	9	7	52+	31
GRADE 10				
Hispanic - Viewer	6	31+	40	23
Non-viewer	3	14	46	37

TOTALS

GRADES 4, 7, 10	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	12	26	35	27
Non-viewer	13	12	38	36

★ ★

On Saturday mornings, I watch TV with my brothers and sisters:

LEVEL A

GRADE 1	Most Of The Time	Once In A While
Hispanic - Viewer	90+	10
Non-viewer	72	28+

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

Always	Most Of The Time	Once In A While	Never

No differences for either Grade 7 or Grade 10 Hispanics.

TOTALS

GRADES 4, 7, 10	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	29	26	31	14
Non-viewer	30	30	27	13

NOTE: Table entries are row percents.

TABLE G.8 : (continued)

I pick the programs that I watch:

LEVEL A

GRADE 1	Most Of The Time	Once In A While
Hispanic - Viewer	69	31
Non-viewer	65	35

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers And Non-Viewers

GRADE 7	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	34+-	37	26	3
Non-viewer	9	47	44+	0

TOTALS

GRADES 4, 7, 10	Always	Most Of The Time	Once In A While	Never
Hispanic - Viewer	32	36	26	6
Non-viewer	19	42	35	4

* *

Does anybody in your family ever tell you to watch certain programs?

LEVEL A

GRADE 1	Yes	No
Hispanic - Viewer	80+	20
Non-viewer	61	39+

LEVEL B

Grade By Ethnicity Comparisons With Differences Between Viewers and Non-Viewers

No differences for either Grade 7 or Grade 10 Hispanics.

TOTALS

GRADES 4, 7, 10	Yes	No
Hispanic - Viewer	43	57
Non-viewer	46	54

NOTE: Table entries are row percents.

TABLE 6.9: PREFERENCE FOR LA ESQUINA AND ITS COMPETITION BY ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
LA ESQUINA	28	62	10	-	-	-	12	88	0	17	83	0
Types of Competition:												
News	-	-	-	-	-	-	32	68	0	-	-	-
Cartoon	-	-	-	-	-	-	-	-	-	-	-	-
Game Shows	-	-	-	-	-	-	-	-	-	-	-	-
Situation Comedy	-	-	-	-	-	-	-	-	-	-	-	-
Drama	-	-	-	-	-	-	-	-	-	-	-	-
Sports	-	-	-	-	-	-	-	-	-	-	-	-
Variety	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	-	-	-	2	98	0	-	-	-
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
LA ESQUINA	-	-	-	28	70	2	6	92	2	-	-	-
Types of Competition:												
News	-	-	-	24	74	2	-	-	-	-	-	-
Cartoon	-	-	-	-	-	-	-	-	-	-	-	-
Game Shows	-	-	-	-	-	-	-	-	-	-	-	-
Situation Comedy	-	-	-	-	-	-	-	-	-	-	-	-
Drama	-	-	-	-	-	-	-	-	-	-	-	-
Sports	-	-	-	35	63	2	-	-	-	-	-	-
Variety	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-
Unknown	-	-	-	13	85	2	4	94	2	-	-	-
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by -.

TABLE G.10: AWARENESS OF NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR LA ESQUINA COVERAGE AREA

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
GENERAL NEWS	-	-	-	94	6	0	-	-	-

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
HEE HAW	-	-	-	96	4	0	-	-	-	-	-	-
SPORTS - GENERAL	-	-	-	85	14	1	-	-	-	-	-	-
GENERAL NEWS	-	-	-	92	7	2	-	-	-	-	-	-

NOTE: Table entries are within grade percents.
Cells with insufficient data are indicated by -.

TABLE G.11: FAMILY VIEWING HABITS BY QUE PASA, USA? VIEWERSHIP

At night, I watch TV by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Total	Viewer	50	50
	Non-viewer	40	60

LEVEL B

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	0	21	59	20
Non-viewer	4	26	46	24
Hispanic				
Viewer	12	33	31	24
Non-viewer	11	31	40	18
Other				
Viewer	19	11	51	19
Non-viewer	5	17	52	26

ALL ETHNICITIES	Always	Most Of The Time	Once In A While	Never
Grade 4				
Viewer	10	19	45	26
Non-viewer	9	27	35	29
Grade 7				
Viewer	14	32	35	19
Non-viewer	7	20	50+	23
Grade 10				
Viewer	12	36	36	16
Non-viewer	6	26	53+	15

At night, I watch TV with my brothers and sisters:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Total	Viewer	50	50++
	Non-viewer	72++	28

LEVEL B

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	51	28	21	0
Non-viewer	36	36	22	6
Hispanic				
Viewer	18	38	37	7
Non-viewer	22	40	31	7
Other				
Viewer	27	30	13	30
Non-viewer	18	44	31	7

ALL ETHNICITIES	Always	Most Of The Time	Once In A While	Never
Grade 4				
Viewer	28	40	28	4
Non-viewer	32	39	21	8
Grade 7				
Viewer	20	44	20	16
Non-viewer	25	44	28	3
Grade 10				
Viewer	19	29	48	5
Non-viewer	16	38	37	9

NOTE: Table entries are row percents.

TABLE G.11 : (continued)

On Saturday morning, I watch TV by myself:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Total	- Viewer	40	60
	Non-viewer	44	56

LEVEL B

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	19	39+	32	10
Non-viewer	7	24	35	34
Hispanic				
Viewer	10	21	33	36
Non-viewer	17	24	33	26
Other				
Viewer	19	30	51	0
Non-viewer	10	21	37	32+++

ALL ETHNICITIES	Always	Most Of The Time	Once In A While	Never
Grade 4				
Viewer	26	20	35	19
Non-viewer	21	27	29	23
Grade 7				
Viewer	9	25	33	33
Non-viewer	10	24	36	30
Grade 10				
Viewer	8	24	36	32
Non-viewer	10	20	36	34

On Saturday morning, I watch TV with my brothers and sisters:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Total	- Viewer	73	23
	Non-viewer	77	23

LEVEL B

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	40	51	9	0
Non-viewer	30	34	24	12
Hispanic				
Viewer	24	27	37	12
Non-viewer	24	29	25	22
Other				
Viewer	16	57+++	13	14
Non-viewer	23	26	33++	18

ALL ETHNICITIES	Always	Most Of The Time	Once In A While	Never
Grade 4				
Viewer	44	32	20	4
Non-viewer	36	32	20	12
Grade 7				
Viewer	25	40	25	10
Non-viewer	27	33	28	12
Grade 10				
Viewer	10	28	48	14
Non-viewer	13	26	34	27

NOTE: Table entries are row percents.

TABLE G.11: (continued)

I pick the programs that I watch:

LEVEL A

GRADE 1		Most Of The Time	Once In A While
Total	- Viewer	60	40
	Non-viewer	62	38

LEVEL B

GRADES 4,7,10	Always	Most Of The Time	Once In A While	Never
Black				
Viewer	20	49	31	0
Non-viewer	33	52	14	1
Hispanic				
Viewer	34	45	17	0
Non-viewer	45	44	10	1
Other				
Viewer	30	61+	9	0
Non-viewer	38	43	27+	2

ALL STUDENTS	Always	Most Of The Time	Once In A While	Never
Grade 4				
Viewer	13	52	35	0
Non-viewer	32	42	23	1
Grade 7				
Viewer	43	44	13	0
Non-viewer	31	49	19	1
Grade 10				
Viewer	42	46	12	0
Non-viewer	38	48	14	0

Does anybody in your family ever tell you to watch certain programs?

LEVEL A

GRADE 1		Yes	No
Total	- Viewer	22	78
	Non-viewer	21	79

LEVEL B

GRADES 4,7,10	Yes	No
Black		
Viewer	61	38
Non-viewer	48	52
Hispanic		
Viewer	56	44
Non-viewer	41	59
Other		
Viewer	23	77++
Non-viewer	45++	55

ALL STUDENTS	Yes	No
Grade 4		
Viewer	59	41
Non-viewer	51	49
Grade 7		
Viewer	55	45
Non-viewer	44	56
Grade 10		
Viewer	48	52
Non-viewer	37	63

NOTE: Table entries are row percents.

TABLE G.12: PREFERENCE FOR QUE PASA, USA? AND TYPES OF COMPETITION BY GRADE AND BY ETHNICITY/RACE

	GRADE 3			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
QUE PASA, USA?	7	85	8	4	95	1	4	94	2	5	95	2
Types of Competition:												
News	11	80	9	5	95	0	7	92	1	18	81	1
Cartoon	-	-	-	-	-	-	-	-	-	-	-	-
Game Shows	-	-	-	-	-	-	-	-	-	-	-	-
Situation Comedy	-	-	-	-	-	-	-	-	-	-	-	-
Drama	-	-	-	-	-	-	-	-	-	-	-	-
Sports	-	-	-	-	-	-	-	-	-	-	-	-
Variety	-	-	-	-	-	-	-	-	-	-	-	-
Other	64	27	9	64	35	1	70	28	2	61	38	1
Unknown	10	81	9	3	96	1	6	93	1	5	94	1
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
QUE PASA, USA?	5	92	5	6	92	2	2	97	1	9	89	2
Types of Competition:												
News	9	87	4	8	90	2	14	85	1	5	94	1
Cartoon	-	-	-	-	-	-	-	-	-	-	-	-
Game Shows	-	-	-	-	-	-	-	-	-	-	-	-
Situation Comedy	-	-	-	-	-	-	-	-	-	-	-	-
Drama	-	-	-	-	-	-	-	-	-	-	-	-
Sports	-	-	-	-	-	-	-	-	-	-	-	-
Variety	-	-	-	-	-	-	-	-	-	-	-	-
Other	67	28	5	64	34	2	68	31	1	53	45	2
Unknown	7	87	4	4	94	2	5	94	1	6	92	2
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by -.

TABLE C.13: AWARENESS OF NON-USAA PRODUCTS BY GRADE AND ETHNICITY/RACE FOR THE QUE PASA, USA? COVERAGE AREA

	Grade 6			Grade 7			Grade 10		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	Black			Hispanic			Other			Unknown		
	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data	Yes	No	Unavailable Data
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	-	-	-

NOTE: Table entries are within ethnicity percents.
Cells with unavailable data are indicated by -.

TABLE 6.16: [illegible]

	[illegible]			[illegible]			[illegible]			[illegible]		
	[illegible]			[illegible]			[illegible]			[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]												
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

	[illegible]			[illegible]			[illegible]			[illegible]		
	[illegible]			[illegible]			[illegible]			[illegible]		
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]												
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
[illegible]				[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]

[illegible]

TABLE G.18: AWARENESS OF NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR GETTIN' OVER COVERAGE AREAS

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	72	4	24	92	8	0	73	7	20
ANOTHER WORLD	56	20	24	58	42	0	73	7	20
CAPTAIN KANGAROO	-	-	-	96	2	2	100	0	0
FACE THE NATION	-	-	-	-	-	-	-	-	-
FAMILY FEUD	60	46	14	79	14	7	87	13	0
FLINTSTONES	72	4	24	100	0	0	80	0	20
GOVE SHOW	-	-	-	-	-	-	-	-	-
HEE HAW	82	4	14	93	2	7	-	-	-
HOLLYWOOD SQUARES	68	18	14	93	0	7	100	0	0
LUCY	-	-	-	-	-	-	-	-	-
LONE RANGER	-	-	-	-	-	-	-	-	-
MAIBERRY, RFD	-	-	-	-	-	-	-	-	-
THE PRICE IS RIGHT	-	-	-	92	6	2	98	2	0
SPANISH/ISES	57	29	14	90	3	7	-	-	-
STAR TREK	-	-	-	-	-	-	-	-	-
TODAY SHOW	-	-	-	-	-	-	-	-	-
TOM AND JERRY/HOMBLY	76	0	24	92	8	0	53	27	20
60 MINUTES	-	-	-	-	-	-	-	-	-
TOO CLOSE	18	68	14	66	28	6	-	-	-
SUPERFRIENDS	79	7	14	84	7	7	-	-	-
SPORTS - GENERAL	77	5	18	94	2	4	82	0	18
WIDE WORLD OF SPORTS	-	-	-	-	-	-	-	-	-
GENERAL NEWS	71	12	17	96	0	4	80	0	20

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	-	-	-	-	-	-	91	0	11	70	0	30
ANOTHER WORLD	-	-	-	-	-	-	66	23	11	33	37	30
CAPTAIN KANGAROO	-	-	-	94	3	3	-	-	-	-	-	-
FAMILY FEUD	-	-	-	80	18	2	62	38	10	68	24	8
FLINTSTONES	-	-	-	-	-	-	86	2	12	70	0	30
HEE HAW	-	-	-	-	-	-	87	3	10	94	0	6
HOLLYWOOD SQUARES	-	-	-	95	2	2	83	3	10	77	15	8
PRICE IS RIGHT	-	-	-	95	0	5	-	-	-	-	-	-
SPANISH/ISES	-	-	-	-	-	-	78	11	11	69	24	7
TOM AND JERRY/HAMBLY	-	-	-	-	-	-	78	10	12	70	0	30
TOOCLUB	-	-	-	-	-	-	46	44	10	43	47	8
SUPERFRIENDS	-	-	-	-	-	-	86	3	11	76	16	8
SPORTS - GENERAL	-	-	-	97	3	2	87	2	11	76	9	15
GENERAL NEWS	-	-	-	100	0	0	86	3	11	72	14	14

NOTE: Table entries are within grade/ethnicity percents. Cells with insufficient data are indicated by -.

TABLE G. 16: PREFERENCE FOR MUNDO REAL AND TYPES OF COMPETITION BY GRADE AND ETHNICITY/RACE

	GRADE 1			GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
MUNDO REAL	-	-	-	0	91	9	0	95	5	0	100	0
Types of Competition:												
News	-	-	-	13	87	0	7	89	4	27	73	0
Cartoon	-	-	-	0	93	7	0	86	14	11	89	0
Game Shows	-	-	-	45	48	7	52	45	3	39	61	0
Situation Comedy	-	-	-	7	88	5	1	87	12	51	49	0
Drama	-	-	-	8	85	7	14	83	3	23	77	0
Sports	-	-	-	0	86	14	10	90	0	-	-	-
Variety	-	-	-	0	93	7	0	86	14	11	89	0
Other	-	-	-	10	80	10	19	76	5	16	84	0
Unknown	-	-	-	11	78	11	27	72	1	21	79	0
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

	BLACK			HISPANIC			OTHER			UNKNOWN		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
MUNDO REAL	0	95	5	0	46	54	0	96	4	0	98	2
Types of Competition:												
News	10	86	4	-	-	-	23	77	0	6	94	0
Cartoon	7	85	8	0	0	100	2	93	5	0	100	0
Game Shows	36	60	4	59	40	1	46	50	4	51	49	0
Situation Comedy	15	79	6	2	14	84	19	77	4	18	82	0
Drama	31	65	5	-	-	-	14	82	4	8	92	0
Sports	-	-	-	-	-	-	8	87	5	0	92	8
Variety	0	92	8	0	0	100	4	91	5	0	100	0
Other	0	93	7	31	0	69	16	80	4	23	74	3
Unknown	-	-	-	-	-	-	20	75	5	21	75	4
Other ESAA Series	-	-	-	-	-	-	-	-	-	-	-	-

NOTE: Table entries are within grade/ethnicity percents. Insufficient data are indicated by --.

TABLE G.17: AWARENESS OF NON-ESAA-TV PROGRAMS BY GRADE AND BY ETHNICITY/RACE FOR MUNDO REAL COVERAGE AREAS

	GRADE 4			GRADE 7			GRADE 10		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	97	2	1	96	0	4	100	0	0
ANOTHER WORLD	48	51	1	64	32	4	86	14	0
CAPTAIN KANGAROO	88	0	12	97	0	3	97	3	0
FACE THE NATION	-	-	-	-	-	-	-	-	-
FAMILY FEUD	65	24	11	88	8	4	93	7	0
FLINTSTONES	64	29	7	82	0	18	100	0	0
GONG SHOW	-	-	-	-	-	-	-	-	-
HEE HAW	87	3	10	91	3	6	100	0	0
HOLLYWOOD SQUARES	81	7	12	93	0	5	100	0	0
LUCY	86	4	10	96	1	3	100	0	0
LONE RANGER	-	-	-	-	-	-	-	-	-
MAYBERRY, RFD	69	19	12	78	19	3	83	17	0
THE PRICE IS RIGHT	89	2	9	97	0	3	99	1	0
SHAZAM/ISIS	68	21	11	86	2	12	100	0	0
STAR TREK	93	7	0	96	1	3	100	0	0
TODAY SHOW	31	56	13	89	8	3	83	17	0
TOM AND JERRY/MUMBLY	86	7	7	79	4	17	94	6	0
60 MINUTES	-	-	-	-	-	-	-	-	-
700 CLUB	18	68	14	66	28	7	-	-	-
SUPERFRIENDS	82	7	11	80	7	13	100	0	0
SPORTS - GENERAL	79	7	14	90	3	7	-	-	-
WIDE WORLD OF SPORTS	-	-	-	-	-	-	-	-	-
GENERAL NEWS	82	8	10	90	1	9	100	0	0

	Black			Hispanic			Other			Unknown		
	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data	Yes	No	Unusable Data
ALL IN THE FAMILY	95	1	4	-	-	-	100	0	0	99	0	1
ANOTHER WORLD	58	38	4	-	-	-	75	25	0	67	32	1
CAPTAIN KANGAROO	-	-	-	-	-	-	93	1	6	100	0	0
FACE THE NATION	-	-	-	-	-	-	-	-	-	-	-	-
FAMILY FEUD	86	11	3	94	3	3	80	13	7	82	14	4
FLINTSTONES	73	17	8	0	0	100	88	5	7	100	0	0
GONG SHOW	-	-	-	-	-	-	-	-	-	-	-	-
HEE HAW	97	0	3	96	3	1	90	2	8	88	6	6
HOLLYWOOD SQUARES	95	2	3	94	3	3	92	2	6	88	8	4
LUCY	91	6	3	-	-	-	95	1	4	96	3	1
LONE RANGER	-	-	-	-	-	-	-	-	-	-	-	-
MAYBERRY, RFD	-	-	-	-	-	-	77	18	5	75	25	0
THE PRICE IS RIGHT	93	3	4	-	-	-	95	0	5	97	3	0
SHAZAM/ISIS	76	17	7	31	0	69	87	5	8	76	18	6
STAR TREK	94	2	4	-	-	-	99	1	0	90	10	0
TODAY SHOW	-	-	-	-	-	-	70	24	6	50	50	0
TOM AND JERRY/MUMBLY	85	8	7	0	0	109	91	2	7	47	53	0
60 MINUTES	-	-	-	-	-	-	-	-	-	-	-	-
700 CLUB	-	-	-	-	-	-	46	44	10	45	47	8
SUPERFRIENDS	77	16	7	31	0	68	88	4	8	82	12	6
SPORTS - GENERAL	-	-	-	-	-	-	85	4	11	84	8	8
WIDE WORLD OF SPORTS	-	-	-	-	-	-	-	-	-	-	-	-
GENERAL NEWS	94	0	6	39	0	61	91	2	7	83	14	3